

THE CATHOLIC SCHOOL Journal

Volume 57

Number 2

February, 1957

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Your Journal

The Catholic Press

February is Catholic Press Month and February 17-23 is Catholic Book Week. With these events of the month in mind we offer you this 24th annual Schoolbook and Library number of your CATHOLIC SCHOOL JOURNAL.

Leading articles in this issue discuss Students' Spiritual Reading, Teachers' Reading, and the Librarian's Work. There is our annual 10-page list of Recent Books suggested to us by their publishers; our regular book review and book listing section has been expanded for this month; and the Practical Aids section offers several projects to aid you in observing Catholic Press Month and Catholic Book Week.

Features Retained

Father Hofinger, S.J., gives some excellent advice on the preparation of catechetists; Sister Christina tells how "We Observed Bible Week," and the Boy Saviour Reporter tells about the "Children's Crusade Against Delinquency."

And, added to all this, you will find the usual evaluation of visual aids, a description of an attractive new school building in a rural parish, educational news, and news about new supplies and equipment.

We know that you will enjoy this unity and variety.

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Evaluation of Audio-Visual Aids

Current Affairs THE NEW YORK TIMES

Times Square
New York 36, N. Y.

CRACKS IN THE SOVIET EMPIRE will be the *March Filmstrip* in the 1956-57 series of The New York Times Filmstrips on Current Affairs. *America's Farm Problem* scheduled for March, has been postponed and will not be in the 1956-57 series.

The revolt in Hungary, the measure of independence won by Poland, rumblings of unrest in other satellites, signs of discontent in Russia have given the Eastern Europe situation an immediate urgency and importance in the news for Americans and the world.

The Filmstrips on Current Affairs are as up-to-the-minute as possible. Because the farm problem will continue with us, with undiminished significance on national affairs, we felt it could be deferred. We felt it imperative to present the battle for freedom in Europe, the failure of Communism to indoctrinate youth, the dilemmas confronting the Kremlin and other developments that will be covered in "Cracks in the Soviet Empire."

Science Films

YOUNG AMERICA FILMS, INC.

18 East 41st St.
New York 17, N. Y.

Four new films for elementary school science are being released this month by Young America Films, adding to its large group of teaching films especially planned and produced for science at the elementary school level. Titles of these new films are *HOW ANIMALS HELP US*, *HOW PLANTS HELP US*, *HOW PLANTS REPRODUCE*, and *THE WEATHER STATION*. Each is 1-reel, 16mm., sound. The release of these four films brings to a total of more than 40 such films produced and released by Young America Films as a part of its expanding program of films and filmstrips for the elementary science curriculum.

FAMOUS AMERICANS

THE JAM HANDY ORGANIZATION

2821 East Grand Blvd.

Detroit 11, Mich.

The most interesting facts about how several famous Americans became famous are presented pictorially in a new teaching aid announced by The Jam Handy Organization.

George E. Vander Beke, Ph.D.

Editorial Consultant for
Audio-Visual Aids

The biographies are typically American life dramas of courage in the face of physical and financial handicaps, persistence, and a will to blaze a new trail. The people chosen are known to all. The information given about them in pictorial highlights, however, represents many interest-holding details which the student could find only by time-consuming research in the shelves.

The series, *FAMOUS AMERICANS*, contains class-tested filmstrips in color on the lives and contributions of Thomas Alva Edison, the Wright brothers, George Washington Carver, Alexander Graham Bell, Theodore Roosevelt, and Jane Addams. The material is helpful on both elementary and junior high levels in social studies, language arts, and science.

Suggestions are made at the end of each presentation for class utilization of the ideas presented, as by means of exhibits, dramatization of historic incidents, and hobbycraft. Questions at the conclusion of each picture-story focus attention on the basic achievements of great Americans.

Guidance & Science

CORONET FILMS

Coronet Building
Chicago 1, Ill.

FAIRNESS FOR BEGINNERS. 11 Minutes. Black and White and Color. 16mm. Teachers' Guide. Sound.

Summary: In Tommy's room, the "Farmer in the Dell" is not only a game, but starts a lesson in fairness. Whether the children are working in their room, playing outside, or taking turns at the drinking fountain, they all find ways of being fair. By sharing, taking turns, choosing fairly, and respecting the rights of others, they make theirs a happy class.

Grade Level: Primary. *Subject Areas*: Guidance, Social Studies, Language Arts.

UNDERSTANDING OUR EARTH: HOW ITS SURFACE CHANGES. 11 Minutes. Black and White and Color. 16mm. Teachers' Guide. Sound.

Summary: *UNDERSTANDING OUR EARTH: HOW ITS SURFACE CHANGES* acquaints students with the forces which build up and wear away the earth's surface over

long periods of time. Scenes of wind and water at work, of volcanic eruption and lava flow, and of the geologic evidence offered by various formations, reinforce the key concepts of the film.

Grade Levels: Intermediate, Junior High. *Subject Areas*: Science, Social Studies.

Correlation Films

ENCYCLOPAEDIA BRITANNICA FILMS, INC.

1150 Wilmette Ave.
Wilmette, Ill.

A significant step toward the solution of the classic audio-visual problem of "the right film at the right time" was revealed this week, when a major correlation project was completed and released to the field by Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

Correlation of more than 1200 film and filmstrip titles with the most widely used textbooks in the elementary field has been completed.

An individual correlation folder is now available to teachers for each textbook covered by the research project. Each folder contains a chapter-by-chapter breakdown of the contents of the text, together with a detailed list of E B Films that correlate directly with the subject matter, as well as a secondary list of materials that are considered valuable for supplementary use and enrichment purposes.

The folders are intended for teachers' editions of the textbooks. A gummed strip along the edge of the back page of each folder is designed so that teachers can paste these in the front of the book, for easy reference when preparing lesson plans from the text.

Correlation folders will be made available to teachers through audio-visual directors at the local, county, state, and university extension levels, as well as directly through Encyclopaedia Britannica Films' staff of 40 regional field representatives and the EBF home office in Wilmette. A nominal charge per folder, in quantities, is planned. A list of the texts correlated in the study is also available from EBF on request.

In addition to the elementary area correlations which are now being released, EBF is completing an even larger correlation study at the secondary or high school level, with release date scheduled for February, 1957. This will follow the same pattern and format as the elementary correlations.

New Books of Value to Teachers

American Government in Today's World

By Rollin Reinow. Cloth, 765 pp., \$4.20. D. C. Heath & Co., Boston, Mass.

Here is an all-inclusive American Government text that explains in exceptionally clear and impressive language the history, organization, and functions of American government. Its easy to read passages and its bright attractive format should appeal to eleventh- and twelfth-grade students and help increase their appreciation of America and American citizenship. Emphasized throughout are the

world-wide responsibilities our nation presently possesses and the many responsible decisions it must constantly be making. Just a few of the topics covered in its 38 chapters are: the Articles of Confederation, federal and state powers, concurrent powers, immigration and its regulations, the Bill of Rights, bosses and machines, the Australian ballot, lobbies, the president's cabinet and staff, basic delegated powers of Congress, the committees of Congress, the national banking system, antitrust laws, the Truman doctrine, the Marshall plan, the Point Four plan, and NATO.

The Rites of Holy Week

By Rev. Frederick R. McManus. Cloth, 146 pp., \$2.50. St. Anthony Guild Press, Paterson, N. J.

This book is addressed to priests and nuns in parish situations. It takes up particularly (1) the ceremonies on each of the days, (2) the preparations to be made in the use of the sanctuary and altar arrangements and vestments, (3) the music. A chapter suggests a commentary which the priest may wish to make to the parish. The general decree to the Sacred Congregation of Rites, including the specific instruction, is included in the book.

Thomas

By Mary Harris. Cloth, 68 pp., \$2.75. Sheed & Ward, New York 3, N. Y.

Thomas, a wisdom spouting cat, wins his way into the heart of Frances, a little girl who has engaged his seamstress mistress to make her First Communion dress. The events that lead up to his gaining Frances as his new mistress provide an amusing story that has just the right proportion of good sense and nonsense material.

St. Francis Solanus, Apostle to America

By Fanchon Royer. Cloth, 218 pp., \$2.50. St. Anthony Guild Press, Paterson, N. J.

Early in this book, in the second chapter to be exact, the author warns the reader regarding its content. She foretells that it is a book about miracles; that it is composed in large part of supernaturally heroic events. And it is! St. Francis Solanus, a Spanish-born, sixteenth-century, Franciscan missionary led a saint's life from the day he was born until the day he died. His biography is filled with numerous accounts of miracles. It is very realistically told, however, and St. Francis' character, personality, and virtues are portrayed with excellence.

Carmelite Devotions and Prayers for Special Feasts of the Liturgical Year

Compiled by a Carmelite Tertiary. 246 pp., \$1.50. Discalced Carmelite Nuns, 4802 West Wells Street, Milwaukee 8, Wis.

Teachers will find this little volume helpful in explaining such devotions as the brown scapular—its origin, the scapular promise, scapular privileges and indulgences; Infant Jesus of Prague; and many other devotions. The prayers included are appropriate for special devotions and novenas in preparation for feasts of the Church year: New Year Offering of St. Ignatius Loyola, Chair of Unity Octave, Holy Name of Jesus, Pentecost, Holy Trinity, Christ the King, Advent, Christmas, Feasts of Our Lady, St. Joseph, and many other saints.

Mystery and Mysticism

By A. Ple, O.P., and others. Cloth, 135 pp., \$4.75. The Philosophical Library, New York, N. Y.

A number of distinguished French religious have contributed chapters of this book, which takes up the true nature of Christian mysticism and mystery and such aspects of this general subject as the phenomena of mystical experience, the mysticism of St. Paul, and the history of the understanding of mysticism in the early Church and in the Middle Ages.

(Continued on page 10A)

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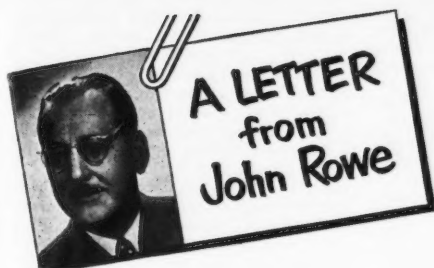
THE COMMON GOOD, *Christian Democracy and American National Problems* is intended for the twelfth grade student. Fair and objective, the text presents in a balanced way all the main problems confronting our society today, and aims to direct and inspire students to act as informed citizens guided by Christian principles.



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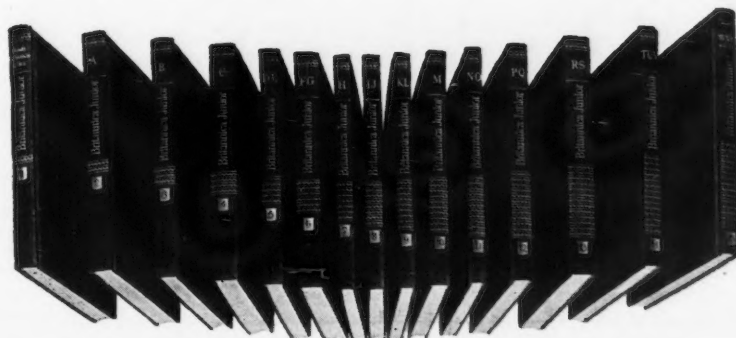
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John R. Rowe
Educational Director



New Books

(Continued from page 6A)

The World of Books

Compiled by the Booklist Committee, Secondary School Section, Western Pennsylvania Unit, Catholic Library Association and the Secondary School Department, Diocese of Pittsburgh, under the chairmanship of Sister M. Naomi, S.C., Seton Hill College, Greensburg, Pa. Illus. by Sister Francis Jean, S.C. Paper, 30 pp., 25 cents (20 cents each for 50 or more copies). For sale by The Superintendent of Schools, Diocese of Pittsburgh, 125 North Craig St. Pittsburgh 13, Pa.

This is a classified list of selections for

leisure reading by high school and junior high school boys and girls. While it is intended for the personal use of the teen-agers, it will be extremely helpful to teachers, parents, and leaders of youth in counseling their charges and adults who consult the booklet will derive pleasure from numerous reminders of titles they have known but long since forgotten.

There is no evaluation of the books listed, but often the title is followed by a descriptive phrase. Since the list is not intended to be a direct buying guide, it does not give the publishers or the prices of books listed. The 33 classifications are descriptive in their own right, but are not confined to the few conventional types of literature. Some of them are: Authors, Beyond Adventure, Chucklebait, Family Circle, Historical Fiction, The Holy Family, Life Is Worth Living, Mystery and Adventure. There is a complete author index.

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575 Madison Avenue, New York 22, New York



Easy English Exercises

New Edition. By Ada Riddlesbarger and Nell Stillwagon. Cloth, 310 pp., \$1.92. World Book Co., Yonkers, N. Y.

This is an up-to-date book on the fundamentals of English grammar that considers current English usage and recent educational trends. It may well be used as a basis for a grammar course or as a supplementary book. It contains a rich supply of practice material and a variety of activities. The fundamentals of elementary grammar are illustrated with meaningful examples, dictionary practice is provided, and abundant diagrams showing the grammatical structure of sentences are included.

The Words You Use

Books I and II. By Mabel Dodge Holmes, Helen Randolph, and Erma Pixley. Paper, Book I, 103 pp., Book II, 116 pp., \$1 each. Henry Regnery Co., Los Angeles 13, Calif.

These are valuable high school vocabulary workbooks that owe part of their success to psychology and the Ayers, Lorge, and Thorndyke lists. Designed to increase high school students' vocabularies and their vocabulary interests they present living, vital words that are related to ideas basic to high school students. Chapters are included regarding personal and group living, leisure activities, civic responsibility, science, character and personality development, and many other subjects of importance and interest to teen-agers. The order of lessons is flexible and each lesson contains a brief introduction followed by comprehensive drill material in spelling, definition, and usage.

Mary All-Glorious

Translated by Dominic J. Unger, S.T.L., O.F.M.Cap. Paper, 58 pp., 50 cents. St. Anthony Guild Press, Paterson, N. J.

This is a translation of the Apostolic Constitution, *Munificentissimus Deus* of Pius XII. The booklet includes an outline of the document, a brief bibliography, and extensive explanatory and doctrinal notes.

A Book of Saints

By Mildred Criss. Cloth, 158 pp., \$3. Dodd, Mead & Co., New York, N. Y.

Saints are attractively human people, who won a place before the throne of God because they rendered a richly deserved reward for their happy, loving service to God and to their fellow men. The author holds that in spite of suffering and hardships in life and in death, they were always attractive, kind, and happy people, worth knowing, and thoroughly enjoyable by all ordinary people. Quite logically, the book begins with the lives of the greatest of saints—the holy family—and tells the stories of nine additional attractive holy people. The language and ideas are addressed to children of ten to sixteen, the treatment is warm and friendly. The book should attract a wide audience of young people.

The Young Hilaire Belloc

By Marie Belloc Lowndes. Cloth, 194 pp., \$3.50. P. J. Kenedy & Sons, New York 8, N. Y.

This book, as the daughter of the author admits in the foreword, is in no sense a biography of Hilaire Belloc. It is rather a description of life in the Belloc family until the time Hilaire first went away to school and then a collection of his letters strung together with bits of explanation. Although it never becomes too penetrating a study, it does relate interesting incidents only a sister would think to include and presents by means of letters an authentic picture of Mr. Belloc's personality.

(Continued on page 68)

Spiritual Reading in High School

**Brother Thomas X.
Corbett, S.M.**

Chaminade High School

Dayton, Ohio

The effort to define spiritual reading precisely might result in a lengthy discussion. The following, however, probably would be accepted by everyone at least as a working definition: *Spiritual reading is literature that enlightens, motivates, or directs one's thinking, willing, and living toward the life of grace.* We are presenting some suggestions for developing the habit of spiritual reading resulting from a discussion among the members of the Institute of Marianist Studies at Glencoe, Mo.

The Student

Before working at the problem directly, an attempt should be made to find out where the student stands in the matter. In his book, *Self-Revelation of the Adolescent Boy*, published in 1945, Dr. Urban Fleege presents a statistical survey of reading habits from which he derives the following:

1. On the average, a boy spends two hours of his day reading. This includes school studies.
2. About forty minutes a day is spent on reading other than that connected with schoolwork.
3. Eighty-five per cent of adolescents are regular readers of magazines. Much of this reading is of the unwholesome type—about 40 per cent of it.
4. Catholic high school boys are less addicted to reading the trashy type magazine than are the average public high school students.

No doubt a certain percentage of this reading would be classified as spiritual. But the educator's questions are, "How much?" and "Is it by mere chance, or is it a definite part of the student's pro-

gram of life?" and "Through what means can the school promote spiritual reading?" This last question is the subject of this discussion.

The High School

For 60 per cent of the Catholic school pupils, high school terminates formal education. The high school, therefore, should present the major facts of life to the student. This includes the supernatural life, and the problem of personally maintaining it in the modern world. In fact, that is probably the biggest task of the school. Since spiritual reading is such a practical and powerful force in maintaining the life of grace, it is a medium in which every student should become proficient.

But just how is the school to meet the problem? The curriculum, as such, is not much help, since this reading is generally not presented in a formal way. But every educator faithful to his profession must in some way foster reading of this kind. Here are some approaches in meeting the problem.

The Librarian

In no section of the library should resources be more adequate to the needs of the student than in that of spiritual reading. For it is more than likely that the school library is the only source within the student's immediate reach which will

have this particular type of literature.

The choice of spiritual books for high school is not an easy matter. Most spiritual writing is geared to the mature mind. But there are some books adaptable to the teen-ager, and these books should be available. Some librarians have found that purchasing several copies of one good book is much more effective than scattering the budget among many mediocre books.

The *Catholic Authors* series, edited by Brother George N. Schucher, S.M., is a good guide in selecting worthwhile books. This series is constructed to supplement the literature courses from seventh grade through twelfth. Its value to the librarian is the thoroughly annotated listing of the best Catholic literature suitable for high school mentality.

In the *Catholic Authors Crown Edition* for grades eleven and twelve, for example, the following popular books may be considered spiritual reading in the broad sense of the definition: Newcomb, *The Red Hat*; Horgan, *The Devil in the Desert*; Walsh, *Our Lady of Fatima*; Willock, *Ye Gods*; Winowski, *Our Lady's Fool*; Farrow, *Damien the Leper*; Sheed, *The Mary Book*; Gheon, *Secret of Cure of Ars*; Ward, *Splendor of the Rosary*; Burton, *Sorrow Built a Bridge*; Keller and Berger, *Men of Maryknoll*; Timmermans, *Perfect Joy of St. Francis*; Newcomb, *Larger Than the Sky*; Croft, *Twenty-One Saints*; Considine, *When the Sorghum Was High*.

The Guidance Counselor

The guidance program is concerned primarily with student adjustment to life situations, both present and future. The very word *guidance* supposes a goal toward which all the guidance services are



Wood-carving project for Catholic Book Week by fifth grade at St. Paul's School, Richmond, Va. Scenes from the life of St. Francis, left: The Treaty with Brother Wolf; right: Earthquake and "Third Miracle" of Brother Wolf; center: Death of Brother Wolf after Midnight Mass on Christmas Eve. Framework is of plywood, carvings from white pine, mountain of styrofoam and paste with sawdust for grass. St. Paul's School is in charge of Benedictine Sisters.

pointed, and for a Catholic counselor there is no doubt as to what this goal is. All the guidance services must be oriented in the light of the supernatural destiny of each student. For this objective of the guidance program, spiritual reading, as defined, is not only an aid but a necessity.

In vocational guidance, for example, the students should be encouraged to look upon their life work from the viewpoint of service to their neighbor who represents Christ for them (Mt. 25:40). Immediately the Christopher publications come to mind: *You Can Change the World*, *Careers That Change Your World*, etc. The guidance program should make available in some way several copies of such books, and distribute freely the *Christopher News Notes*.

As an aid to the individual counseling program, the guidance budget should provide for "give-away-materials" such as leaflets and pamphlets. These materials could be distributed at the time of the interviews, and could treat of topics mentioned or not mentioned, but which are of importance to the individual interviewed.

The Sodality Moderator

Spiritual reading is a significant factor in the formation of a sodalist. One moderator of a sophomore Sodality group reported that most of his sodalists did spiritual reading a few times a week, and that a few actually devoted to it spent from fifteen to thirty minutes every day. For

the students it was a source of encouragement and a challenge to advance in the life of grace. Naturally, this reading was strictly spiritual, dealing directly with the life of the soul.

Some books used for this purpose were: Neubert, *My Ideal*; Keller, *Three Minutes a Day*; Sheed, *A Map of Life*; Keller, *You Can Change the World*; Desplanques, *Living the Mass*; Parsch, *Liturgy of the Mass*; Bussard, *The Meaning of the Mass*; Neubert, *Queen of Militants*; Haffert, *Mary in Her Scapular Promises*; Resch, *Our Blessed Mother*; and Houselander, *The Reed of God*.

Pamphlets on Maria Goretti, Dominic Savio, Therese Neumann, Don Bosco, and the Curé of Ars were also used, along with magazine articles pertinent to the spiritual life of the sodalist.

The Religion Teacher

The high school religion program is not only to impart knowledge, but to influence the lives of the students. Since good spiritual books may encourage the students to live the life of grace, the teacher of religion should present them to his students.

To a certain extent the content of this reading may coincide with the religion program itself. In one school, freshmen are required to read the life of their patron saint; sophomores have a personal copy of the New Testament in which the life of Christ is studied; juniors have their choice of several books or pamphlets

treating the sixth and ninth Commandments; and the seniors study the popes' encyclicals on labor and marriage. Throughout all four years, the diocesan Catholic newspaper is used, the students reading the columns carrying a spiritual impact, as well as the news of current interest.

This reading, of course, should not be promoted merely as a classroom study. It should become a habit in the lives of the students. In fact, to Frank Sheed, this is a test whether the aims of teaching religion are being achieved. In his publication, *Are We Really Teaching Religion?* he states what is expected of the religion course: "... the indispensable minimum in the teaching of religion is that Catholics coming out of our schools should emerge with a tremendous devotion to Christ Our Lord, with an awareness of Him, a considerable knowledge of His life and personality, and a desire to increase that knowledge." He states further that if a Catholic never thinks of including a religious book in his leisure reading, then he has "no very vivid interest in God, in Christ, Our Lord, in Our Lady, in all the major facts of reality."

The Other Teachers

Educating to spiritual values is not limited to a few teachers or a few departments in the school. In fact, teachers whose courses do not directly deal with spiritual matters have many advantages over the others. The science or math teacher's occasional allusion to a spiritual concept or book has the glamour of a slight digression in the course itself, and makes an impression on the mind of the student.

In American history, one teacher found that reading a few selections from the lives of the early Jesuit martyrs, or the life of Father De Smet, will stimulate the interest of students to read further in the matter. Another method provides that superior students do this type of reading in place of the ordinary assignments.

Also, a teacher described how he promoted good reading during home-room and study periods. The method is somewhat simple and haphazard, but effective. He merely cluttered up his desk with books, and let the student's curiosity work (remarkable how much it works during a study period!). In this way a classroom "library" was in constant circulation. The books were not all spiritual, but they were carefully selected — *God Goes to Murderer's Row*, *Everybody Calls Me Father*, and *The Little World of Don Camillo* are examples.

What Do You Read?

When Polonius asked Hamlet, "What do you read?" Hamlet replied, "Words, words, words." Teachers today deplore the fact that so many students read only words, words, words. Educators attribute this lack of reading ability to the influence of radio and television. People no longer need to read for entertainment or even for information to the extent that they did a few generations ago. Lack of practice in reading leads to inability to read because here, as in other skills, we learn to do by doing. To offset this condition, high schools and colleges offer classes in remedial reading. A desired result of such a course would be a love of the art of reading.

Reading for Teachers

Nor is this lack of interest in reading confined to high school and college students. Much of the reading done in the chapels and refectories of our religious institutions is an endurance test for those who, perforce, must listen. Careless enunciation, faulty pronunciation, and a general trudging manner in perusing the printed page indicate unfamiliarity with words and their meanings. Correct pronunciation and precise enunciation have always been an index to culture; the interpretation of a connected narrative, no less than the writer's choice of words and his skill in putting them together, reveal thinking processes.

Reading can help us to become the kind of person we want to be—well adjusted, well informed, interesting. Reading increases our interests, extends our emotional perspective, and improves our abilities. It gives wisdom and balance, sympathy and understanding of others. If we read much and think about what we read, we are interesting personalities, with worthwhile contributions for conversation—in school, at home, during social-business gatherings. The topics of our conversation proclaim our tastes, our likes, our interests.

If we are not interested in stretching our minds toward new things, we are mere vegetations. But if a wholesome curiosity sends us in quest of further knowledge, we read for enlightenment. If

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we can *learn* from books as well as be *amused* by them, we have access to stores of knowledge, learning, and wisdom which no college can give us. Poverty of thought—a bareness of ideas and associations—this is but a general lack of information arising from superficial or scanty reading.

The necessity and advantages of reading have been recognized in every age. In the synagogue, our Lord read from Scripture; St. Paul advised Timothy, "Attend to reading." Lives of the saints reveal the influence of reading on their attitudes, outlook, actions. St. Augustine attributed his moral conversion to spiritual reading. St. Thomas Aquinas and St. Dominic made notable progress in holiness by reading and rereading the works of the Fathers of the Church. Spiritual writers are wont to cite the conversion of St. Ignatius from reading the lives of the saints. Through spiritual reading St. Teresa cured herself of excessive reading of novels. In our own day, Thomas Merton read himself into the Church. The present Holy Father, Pius XII, bids superiors, "be generous in giving them (their subjects) all they need, especially where books are concerned."

Words Are Symbols

All reading consists of words. A nice discrimination in their use results in pleasing diction and apt expression. Hence, an intelligent reader must have an interest in words and their jobs. We must study words with the same perseverance as the musician practices scales, and thirds, and fifths. The same word in various contexts takes on multiple shades of meaning involved in connotations, associations, sounds, symbolisms, appropriateness in a specific use.

To sharpen our word awareness, we should do well to read regularly in the *Reader's Digest* the sections on word power and more picturesque speech. The former are lessons on vocabulary content and accuracy; the latter are word pictures

which show what a few deft strokes of verbal painting can do. Unscrambling the words offered in each issue of *American Magazine* also whets our sense of word meanings.

Our interest will be further stimulated if we know something about the history of words. The dictionary gives the etymology of words as well as their meaning. For instance, Webster's dictionary defines an adolescent as "a person growing from childhood to maturity." It defines an adult as "a person that has reached maturity." Both words stem from the Latin, *adolescere*, to grow up. The first comes from the present participle, *adolescens* which denotes an action in progress. The latter, signifying a completed act, derives from the past participle, *adultus*. At first sight *dress* and *direct* seem to have no family connection. Their etymology, however, shows their common ancestry, the Latin verb, *dirigo*, meaning to arrange, to place straight. *Dress* comes from Old French, *dresser*, *decier*, to arrange. These words in turn are derivatives of the Latin, *dirigere*, to direct. The English *direct* is from *directus*, the past participle of the same verb.

All these excursions into learning add to our knowledge of words, the tools of communication. A great thinker has an extensive vocabulary, a little thinker has a limited one.

What to Read

Now what to read? Anything that is not bad. First, of course, is spiritual reading. No one will deny its imperative need for a religious or anyone who would lead a truly Christian life. It promotes growth of soul; fuels the fire of prayer; deepens faith, hope, charity; gives us delight in the things of God.

This field offers a wealth of material from which to choose. Almost all the older book publishers deal in Catholic literature. There are books written by priests and nuns and Brothers on every phase of religious life and perfection. Some of them are good, some not so good. But there are the timeless, all-purpose books—the Bible, the *Imitation* and the *Following of Christ*, Tanqueray's *Spiritual Life*, and Rodriguez' *Christian Perfection*.

If the choice is ours — and usually it is, for all reading outside that required by the horarium — we should choose books which challenge our intellects, which in content correspond with our degree of spirituality and suit our particular needs. Some of the better books among the moderns, especially those that deal with outstanding conversions or special Catholic action, are also inspiring and should not be neglected. Of this angle Father Klaas, S.J., wrote, "No doubt Franz Werfel's *Song of Bernadette* or Francis Thompson's poems can readily be converted into spiritual reading, and surely this ought to be done at least occasionally as a relief and diversion from regular spiritual reading."

Equally suitable are Walsh's *Teresa of Avila*, Merton's *Seven Storey Mountain* and the *Sign of Jonas*, Gannon's *Father Paul of Graymoor*, and Maynard's *The Long Road of Father Serra*. These give glimpses of the working of grace in apparently unpromising souls or point up faith and perseverance in the face of shattering opposition. They inspire a desire for emulation and we are apt to think, "With the grace of God and my co-operation, there go I." Even unrealized aspirations are better than no aspirations.

Of obligation also is the development of our intellectual and professional life. Each of us might profitably read again the stern parable of the talents. Here our Lord reminds us that it is our duty to use our talents to the utmost, be they great or tiny. He has given us mind and memory and He expects us to fill these warehouses of the soul with the best in thought and beauty. This we can do only by wide reading and deep reflection. Our Holy Father's expressed reason for urging superiors to be generous in giving their subjects books is "so that they may continue their studies and thus offer young people a rich and solid harvest of knowledge. This is in keeping with the Catholic idea which gratefully welcomes all that is naturally good, beautiful, and true because it is an image of the divine goodness and beauty and truth."

Professional Reading

Some pious souls will argue that religious teachers should read books and magazines pertaining to their work, but other secular reading should be taboo. Any worker should read literature of his field for tested aids and devices that will make his work easier and more efficient. He should be aware of new trends, thus broadening his outlook. For teachers, the *Catholic School Journal*, the *Catholic Educator*, *The Clearing House*, *Educational Review* supply helps and hints and school news of a

general nature. Besides these there are specific publications for probably every department in high school and college. The *English Journal*, *Quill and Scroll*, *Auxilium Latinum*, the *Mathematics Teacher*, *Nature Study*, the *Science Counsellor*, *Craft Horizons*, *Etude*, *School Executive*, *Bulletin of Secondary School Principals*, are a few which high school teachers and principals recommend.

Further, to keep abreast of current events, we teachers should read the daily paper for local news and a news magazine for national and international events. For the latter, *America*, *Time*, and *Newsweek* are good. The first gives the Catholic slant of the news. Often it points out dangers and fallacies in proposed legislation or in educational matters which would be unknown or overlooked by the average lay person. *Time* and *Newsweek* report impersonally and tersely the high lights of world news.

Experience Through Reading

Reading gives us vicarious experience. Even if other factors were favorable, life is too short and the religious life too circumscribed to do all the things and see all the places by which we could profit. Reading about them, seeing plays and movies about them, are our best recourse. In newspapers and magazines we find a variety of reading materials. There are stories about prominent personalities, cultural activities, scientific progress, articles on how to make and do things — all grist for the teaching mill. Some wholesome sources of this varied knowledge are: *The Sign*, *St. Anthony's Messenger*, *St. Joseph's Magazine*, *McCall's*, *Ladies' Home Journal*, *Woman's Home Companion*, *Good Housekeeping*, the *Post*, *Catholic Digest*, *Reader's Digest*, *Coronet*.

At least a dozen magazines have carried stories about Pius XII. Reporters are unanimous in presenting him as saintly and scholarly, gracious and poised. Probably twice as many publications have run articles about Bishop Sheen, all pointing up his genuine goodness, his learning, his freedom from affectation in spite of his continued popularity on radio and television. A recent issue of the *Post* had the story, *Battling Priest in a Gambling Town*, which was an account of the religious and civic activities of Rev. J. Francis Tucker, "the scrappy chaplain from Monte Carlo." His duties in this "Mediterranean Playground," "which would probably go bankrupt without roulette" are unusual. Besides his pastoral cares at St. Charles Church, he is court chaplain to Prince Ranier III of Monaco. He is said to be cheerful and active, "as familiar, respected, and talked

about" as the prince himself.

Do not such stories boost our morale, stir our pride in being members of the organization which produces such men? Does not the fact that each of them is spreading God's kingdom effectively, each in a different place, and by different means, point up the universality of the Church?

Probably three fourths of our high school and college students have read Bing Crosby's *Call Me Lucky* or Arthur Godfrey's *This Is My Story*, both serialized in the *Post*. How these young people must have thrilled to the humor and adventure of these idols of public entertainment! Who hasn't heard of Disneyland? Practically everybody has read about it, thousands have visited it. Can we as teachers who must share our students' interests if we hope to cultivate their tastes — can we justify our ignorance in these matters by hiding behind a pseudo-unworldliness?

What of Fiction

And what of fiction? Does fiction only clutter the mind and make for distraction? Not necessarily. And to neglect fiction is to neglect a fruitful source of understanding young people. Characters in books, situations in which these characters are placed and their reaction to these situations are bits of mosaic which build the readers' ideals just as much as the larger blocks of formal instruction. Robert Louis Stevenson wrote, "The most influential books and the truest in their influence are works of fiction. They repeat, they rearrange, they clarify the lessons of life; they disengage us from ourselves, they constrain us to the acquaintance of others."

How can we hope to direct even the required reading of our students if we ourselves do not read? A student asks, "Is this book O.K. for a report?" I can't give him an intelligent answer unless I am familiar with that book or one of that type, unless I know the author or others in his field.

Some will scoff, "That's all nonsense. Teach them to love God and keep His commandments and you've done your duty." Quite true. That achievement is the one and only objective of our Catholic schools. But we shall never reach this goal unless we meet our young people on their own ground. They will not accept our counsel if they think we don't know life. We must be versed, not only in the subjects we teach, but in all the influences which touch the lives of our students if we would not merit one woman's indictment that we are "1492 models."

On the other hand our students will trust us and give us their confidence if we are modern while showing the serious-

ness and reserve they expect from us. Having this trust in us, they will take our disapproval of their ingenuous ideas, their caprices, and their false enthusiasms. Knowledge and good teaching will win the respect of students and parents.

There is, of course, the familiar fallacy, "I don't have time to read." To be sure, religious — nuns at least — are busy. With our community exercises, our scheduled duties, and the manifold outside projects we must sponsor, our days are overflowing. Yet, it is a truism that we usually find time to do what we want to do. In spite of our crowded hours, there is many an odd minute when we could read. Books need not be read in their entirety, but only those portions which give us most for our time, or meet our need of the moment. Moreover, good reviews of many current books are available and will acquaint us with the nature of the content. A religious with whom I have often been associated

keeps a book, usually a spiritual one, on her desk at all times. While classes are changing or her students are studying, she reads a paragraph or two. Sometimes it is only a line or two. An amusing article or an interesting book of fiction is just as relaxing during recreation as playing canasta or watching TV.

Nonreaders Uninformed

The problem is not a question of time so much as it is a question of interest. People who say, "I like to read if I have something worthwhile," are trying to delude themselves. They think habitual reading is a waste of time. Yet they will presume to select books for the library and hand out pamphlets by the dozen, none of which they have read. More than once at the public library while I browsed through the stacks or the magazine section or searched through ponderous tomes, my companion sat, hands folded in patient

boredom, letting slip a golden opportunity to fill some of the gaps in her knowledge. And this same type of nonreader will, with ex-cathedra assurance make such pronouncements as, "Oh no, you're mistaken: the Bible can't be revised"; or will ask a reader, "Who is Ed Sullivan?"

We religious must read to be up to date, to know, to feel. Spiritual books and textbooks are the arteries which nourish the blood stream of our professional life; trade journals are the veins which convey fresh knowledge to our teaching; fiction and magazine articles are the capillaries which reach out everywhere for food to supply the channels of learning. An inspiring teacher is one rich in the wisdom of ethics, of people, of life, and of religion. An all-round good teacher is one who is continually learning much, experiencing much, and thinking deeply and wisely. All this we can do through reading for "reading maketh a full man."

Book Report Tests Increase Reading

Our introduction to the use of the book report tests in place of the traditional book reports dates back about four years. The primary problems that had to be overcome before their adoption were the method of administering them, the source of funds to defray the cost, and what specific book report tests to buy.

The method of administering the book report test with which we were acquainted was that in which the librarian acted as administrator for the English teachers. This task our teacher-librarian was unable to assume. The solution was found when one of the teachers of English assumed the responsibility of administering them for all the members of the department.

The problem of meeting the cost of the tests was solved when the initial burden was borne by school funds allotted for classroom expenditures. After the experiment was beginning to prove successful, the librarian met the cost of additional tests in the interests of a wider circulation of library books.

Sources of Tests

At least three sources of tests were known to us: Kenyon Press Publishing Company, Wauwatosa, Wis.; Bruce Publishing Company, Milwaukee 1, Wis.; and

**Brother Bede Stadler,
C.S.C.
Brother Walter
Davenport, C.S.C.**

Catholic Central High School
Monroe, Mich.

Jones Book Test Company, Box 41, Hill City, S. Dak. It was found that the selections of the Kenyon Press Company and the Bruce Publishing Company were somewhat limited in the number of tests available and the purpose of their tests. The Kenyon Press Company seemed to have a selection more or less limited by the traditional readings for the English class. The tests of the Bruce Publishing Company are limited to Catholic books. Our guiding principle became one of selecting those book report tests which had a corresponding volume in the school library which was steadily expanding. At present our school library contains about 3800 volumes for which we have about 830 book report tests.

A Jones book report test is here presented, with permission of the publisher, so that its details can be readily observed, but the adequacy of the test cannot be

fully grasped until the book itself is read, preferably by a person who has lost his dread of reading a book because he must write a book report on it. *Man of Molokai* was chosen since we thought that most of the readers would be familiar with it.

MAN OF MOLOKAI

By Ann Roos (Lippincott, 1943)

- The sixth child of Francois and Catherine de Veuster was to be named
 - by the old soldier Pierre Chapdelaine
 - by Tante Yolande, who thought the night too stormy for celebration
 - by his father, who wanted him to be a merchant
 - by his older brother Auguste
- In the Walloon School, Joseph earned the respect of the other boys by
 - his studious habits
 - his intention to become a priest
 - proving that he could fish and hunt and shoot
 - fighting for it
- What stood most in the way of Joseph's ever being ordained was
 - his near-blindness, so that he could not study
 - his guttural, harsh voice, unsuitable for reading Mass
 - his absolute lack of Latin
 - the reputation for lawlessness which had marked his boyhood
- During the journey on the high seas, Joseph

- M. was seasick almost all the time
 N. made little altar breads
 O. felt a wall of sea sweep him from the deck into the water
 P. was disappointed that he was not appointed sacristan for the voyage
5. When Damien was obliged to send Boki and Kalana to Molokai, he gave
 Q. them his blessing and a bottle of wine
 R. Boki a good crutch of his own making
 S. Kalana the wool shawl woven by his mother
 T. Kalana seeds from his own garden for her to plant in the new home
6. The first night on Molokai, Father Damien
 U. smoked all night, that the odor of tobacco might help him bear the stench
 V. slept under the great pandanus tree
 W. sat up writing to Bishop Maigret the list of supplies needed
 X. spent beside the dying Boki
7. Damien made confession to Bishop Maigret from
 Y. the garden to the open window of the quarantined hospital
 Z. the cliff to the rock where the prelate was standing
 A. a low bough of a tree to the prelate below
 B. the rowboat to the deck of the "Lehua"
8. John Bull was the bronzed giant of a man who
 C. as captain ordered his crew to help lay the pipes from the reservoir
 D. handled the timbers for the new church
 E. grappled with the baby whale on the beach
 F. rescued the shipwrecked sailors in the storm
9. Father Damien knew that he, too, was a leper when he felt nothing from
 G. the axe cut across his foot
 H. the blister on his hand from the spinning rope
 I. the boiling water in the basin
 J. the bee that stung his wrist
10. Joseph Dutton did the hardest thing in
 K. finishing what Damien began
 L. painting the noble portrait of Father Damien
 M. facing Bishop Koeckmann to tell how the church had failed on Molokai
 N. refusing to let Mother Marianne come in to give Father Damien her blessing

KEY

KEY—*Man of Molokai*, by Ann Roos

1. A page 23; 2. H page 39; 3. K page 57;
 4. N page 81; 5. S page 116; 6. V page 130, 139;
 7. B page 151; 8. C page 161, 163; 9. I page 199;
 10. K page 227.

After the purchase of the tests, the English teacher who accepted the responsibility of the program secured a letter-size filing cabinet of durable steel construction. All of the tests were filed alphabetically in the pockets of the cabinet, according to the author, after the key of the test had been cut off. The key was then filed behind the tests of that letter of the alphabet in the same pocket as

the test. A list of the available tests was published for all the students, as well as the librarians of the local public libraries. A list was posted in each English class and in the school library. From time to time additions were made to the available tests, and these were added to the existing lists, which were revised at the beginning of the school year. It was found that giving a list to the students was an unnecessary expenditure since they usually consulted the one posted in the library. The following are examples of the listings:

R93	Fox Fire	Robinson
R94	Man of Molokai	Roos

It was found that listing the catalogue number of all nonfiction selections aided both the students and the librarian. The listing of the author's name also proved desirable as an aid to the students.

The Testing

When the student had completed his reading, he went to the room of the teacher who administered the program and took his test. The time spent by the teacher in giving and correcting these tests was the period before the home-room hour and a few minutes each day after school. The teacher administering the tests never allowed more than five minutes for a student to complete his test. This was found to

be sufficient time for anyone to read the test and write the letter of the correct answer on an answer sheet provided by the teacher. It was felt that additional time merely encouraged the possibility of dishonesty. Once the tests were corrected, the test results were returned to the student's English teacher. The score on the test was made known to the student, but the answer sheet was never given back for obvious reasons.

STUDENT ANSWER SHEET

Name
 English Teacher.....
 Period of English Class.....
 Test Number..... Score.....

1..... 2..... 3..... 4..... 5.....
 6..... 7..... 8..... 9..... 10.....

The English teachers varied their use of the program, but their variations were of two general types. One method consisted of assigning the students a date by which they were to secure a book from the library for a book report. On the given day these selections were recorded on a 3 by 5 index card which the teacher kept for his record. A definite date was then given to the students for the completion of their reading and the taking of the book report test. The second method amounted very simply to making a general assignment of a given number

Books As Valentines

**Sister M. Germaine,
 C.P.P.S.**

St. Anthony School
 Falls Church, Va.

Children at St. Anthony School in Falls Church, Va., combined their Valentine Day and Book Week projects. Instead of giving and receiving Valentine cards, they saved their pennies and nickels to invest in Catholic books to exchange. On Valentine Day each participant brought to school an attractively wrapped book purchased at the Eighth-Grade Book Counter the Sunday before. At exchange time, the music played in each classroom, and the book parcels moved from hand to hand. When the music stopped, each child eagerly removed wrappings to discover the title of

his book. Identifications were written on the inside covers and, until the end of school, each two-week period witnessed a rotation of these books into a borrower's hands. In this way each child can read eight Catholic books by June. In compliance with the slogan, "Christian books build minds for tomorrow," only Catholic books were used in this Valentine Day exchange.



of tests per grading period. One teacher found it desirable to allow extra credit for extra book report tests taken during a grading period.

Success of Tests

The above program was found to be highly successful during its two years' use. Its success was measured by the results achieved. When any system can encourage a large number of the students, particularly boys, to be active readers, the authors consider the program a success. The main reason, it was felt, for the success lies in the fact that everyone loves a good story, and that it is the job of the English teacher to make the student aware of this. But it is very difficult to convince most high school boys of the value of the required reading for the English class when it is to be followed by what they consider the drudgery of a written book report. By eliminating this dislike, we feel that the major battle of the outside reading program is conquered. Not only did we find the students anxious to do their outside reading, but some were even beginning to do some free lance reading of their own.

From the teacher's point of view, the book report tests were a great success. They eliminated holding back on the assigning of outside reading because the hours the teacher would need for correcting book reports were already filled. Since the faculty member who administered the program did the correcting, the individual teacher's only job was to post the results and record the grade. The teachers also found that the book report test method helped raise the reading levels of the students by encouraging them to do reading over and above that required. Another and important advantage in this age of part-time jobs was that the book report test allowed more time for the student's other subjects, and thus eliminated the complaint that English required too much of his time. Lastly, and perhaps most important, most of the students really like the system and expressed their like of it.

Objections Answered

No educational system is perfect; all are open to criticism and objection. We were fully aware of the objections to the book report tests when we started, but we felt that it demanded a trial. To the objection that the book report tests do not allow sufficient exercise in the art of written expression, it has been found that there is a real foundation for the objection but not as forceful as may be ex-

CATHOLIC BOOK WEEK

February 17-23, 1957

"Catholic Books — Heralds of Truth" is the slogan for Catholic Book Week, 1957.

The Catholic Library Association, sponsor of Catholic Book Week, has released three book lists of Catholic literature of the past year.

The lists are on three levels: an adult list; a young adult list; and a children's list.

A "kit" containing the lists, posters, and other aids is available for \$1 from the Catholic Library Association, Villanova University, Villanova, Pa.

pected. Every experienced English teacher knows that the written book report is merely one form of written expression. Besides, one teacher found that he could profitably use an outside reading assignment, which was checked by the book report tests, as the basis for experience in this field of written expression.

Another objection frequently lowered against the book-report-test system is that it encourages dishonesty. We admit that a few cases of dishonesty were found, but surely every teacher has felt that a written book report was not the work of the student who signed his name to it. Since most of the books read were from our school library, it was a very simple job to check any suspicion of dishonesty. When it was found that a student had been dishonest on a test, it was easily corrected by retyping the test and changing the lettering of questions. Any further attempts at dishonesty on this particular test could be spotted immediately.

Some have maintained that the reading of the students is too limited by the book-report-test system. This is probably the most unfounded objection that could possibly be raised against the use of the book report tests. The variety of tests available covers almost any type of reading matter the English teacher could want from high school students. It may be that the particular situation is limited, but the field of the book report tests is certainly broad enough to meet ordinary demands. On the other hand we feel that every book of every author, need not be represented by a book report test, for we have contended that a student is encouraged by the use of the book report tests to do reading over and above that required, and we have found this to be true. A list of all the books in the library deal-

ing with the sea, for example, which have no book report test available, has enticed boys to read a particular book because they liked sea stories.

An opportunity to use the same book over and over in the book-report-test system is also pointed out by some critics. This assumes that the teacher has not taken any precaution to prevent such a thing which is certainly not limited to the book report tests. It was found expedient to have the English teachers keep a listing of the outside reading done by the boys over the four years of high school. These listings were put into a permanent record at the end of the year by the members of the English department and made available for teachers in the coming school year. Another thing that the junior English teacher found advisable was to have required readings as well as a number of readings which the students chose.

One important fear to be boldly denounced is that of cost. A cheap, but serviceable, filing cabinet can be obtained for less than twenty-five dollars. The tests themselves vary a little in cost, but one could get a good start with less than twenty-five dollars. Almost any school administrator has funds at his disposal which he would be more than willing to use on some project which he thinks would be for the benefit of a large number of the students. In some cases, the librarian can be encouraged to cover the cost of additional tests because it is also to his benefit to have a wider selection available. The tests of Bruce Publishing Company are sold in series of thirty for one dollar. Their whole set of one hundred twenty tests costs only \$3.50. Tests from the Jones Book Test Company cost seven and one-half cents each in groups between thirteen and one hundred tests. When more than 100 tests are bought, the cost is \$6.50 per hundred. Kenyon Publishing Company's costs are similar to those of Jones Book Test Company.

The figures which we submit here are given as a testimony to the effectiveness of the use of the book report tests. The calculations are based upon the record kept by the school librarian of actual circulation. During the school year of 1953-54, there were no tests in use in the school. It was in the fall of 1954 that their use was begun and has since been extended. All other conditions being equal—the requirements of other departments, natural expansion of library facilities, etc.—it is believed that the increased use of the library, percentage-wise, was due to the introduction of the use of the book report tests.

The Librarian's Job

The main job of a librarian is to talk. Talk all day long. Talk about why students liked a book, or didn't; about another book to read; about books and sources for a term paper on the American Revolution or Mendel's law.

All this may sound strange to people who look upon the librarian as a custodian of books who is never so happy as when all the books are on the shelves and neatly arranged. Or to those who regard the librarian as a clerk to stamp dates on books and file cards. Or to people who think the library has only to get books ready to put on the shelves.

These people would scarcely regard the librarian as a member of the teaching staff, as important as the physics teacher, or the history teacher. Yet the librarian teaches just as surely as any teacher in the classroom, and his work is as important.

The Librarian as a Talker

The main job of a librarian is to talk. A student comes to the library. He returns a copy of *Pirate Joe* and says, "I want another book, just like this one."

The librarian goes into action. This is what he was trained to do. "So you liked the book?" he asks encouragingly. He does not automatically reach for another pirate story. Maybe the student liked the story because of pirates. But maybe he was just interested in sailing. Or hidden treasure. Or the dog the pirate captain owned. The reason why a student liked a book is more important than that he liked it.

Once the librarian finds the reason a book is liked, he tries to steer the student to a book *just a little bit better*. *Pirate Joe* is not much of a book. Just good for slow readers. Maybe the student would like to read *Treasure Island*, or *The Sea Wolf*. Starting at the reading point the student has reached, the librarian tries to raise and broaden the field of interest of each and every student. No sudden, wild jumps. Little by little, rather, as the student's reading skills improve little by little.

The Librarian as a Teacher

Every librarian, every teacher knows that students won't read books about which they know nothing. The librarian must know something about every book in his collection. Through book talks, to classes

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in the classroom, to groups in the library, to individuals who come to him for guidance, he tries to show the interesting things in new books, or books in fields the student would never read unless the librarian showed him the interesting things to be found there.

In this respect, the librarian is a teacher, engaged in expanding horizons, in remedial reading, in developing interests. He puts up interesting book displays and posters, and book lists. He leads the students to grow through attracting their interest.

I became interested in library work because of a very efficient librarian. I would send my students to the library to look up material on a subject, or to prepare a report. They would come back fired with enthusiasm. And with books. I began to realize that this librarian was important to my class. We got work done we could never have accomplished without him.

What did that librarian do? He knew his books, and he talked about them. Spread his enthusiasm. No one will ever look on him as a custodian of books, or a date stamper. He is a teacher, important to the other teachers in the school.

This is the second teaching function of the librarian, the help he gives in the preparation of materials. He knows where things are found. He knows what interests students.

A librarian can fulfill his job best if he is trained for it. State education departments and accrediting agencies are beginning to demand librarians with library degrees. A librarian isn't a teacher who has a free period to be spent in the library. A librarian can be effective only if he is in the library at least most of the day.

To do his job well, the librarian must be considered a member of the teaching staff. He should help plan the curriculum and the syllabi when these are revised. After all, he has to implement them with books. He should be asked to sit in fre-

quently on departmental meetings, to find out needs of school departments. Certainly he shouldn't have to serve as study hall prefect in the library. Two jobs can't be done at once.

Getting Teachers to Use the Library

There are still too many teachers who are content with one book, the textbook. Others do not know how to make the most of the library. There are means the enterprising librarian can use to interest the rest of the faculty in the library, and the students, too. A wise use of these should lead to a comforting rise in circulation figures.

In library school the librarian is taught that the entire faculty should assist in the selection of books. Every teacher must feel free to suggest the purchase of books for his department. In so far as funds and the balance of the library collection permit, such requests should be filled. If some departments of the school do not avail themselves of their right to select books, the librarian should approach them with some such speech as this: "While I was checking over the books in the library, I noticed we don't have many recent books for your classes. The section is a little weak. Would you help me draw up a list of a few books to purchase?" It is a matter of tact to ask teachers about books to be bought for their classes. "I saw a book you might like to use," the librarian might say, showing the literature to the teacher. "Do you think we should get it?"

New books should be shown to the teacher before they are made available for general circulation, and perhaps a word or two said about how the teacher could make use of them. It is obvious that to do all this the librarian must know something of the syllabus of each subject, and be familiar with the textbooks. But this is simple school librarianship.

Classroom Talks

The librarian should ask teachers for permission to give periodic book talks, preferably in the classroom. These book talks (on recent and standard books) should not be limited to the English class, but should be given in the history, science, and social studies classrooms. Not only will the students learn about the library's holdings, but the teacher, too. The teacher

is important, for statistics show that books plugged by teachers are the ones students read.

A word about book talks. School librarians who have been trained in a library-school learn to give book talks as a part of their training. Others will have to search around for information about this way of selling books. The book talk is not a natural skill; it is an art to be learned, one with its own set of rules and tech-

niques. There is a good deal of literature that can be consulted.

Several times a year a librarian may circulate copies of a list of recent acquisitions, with annotations, and an indication of the class or classes in which the books will be usable. This includes fiction. A yearly list may be given to teachers, listing the books, old and new, which the library has and which may be helpful to the teacher in his classroom.

Files of Clippings

Most good libraries keep extensive vertical files of clippings, pictures, and newspaper articles, which are used all too little. Teachers should be informed of this service. In one library, the librarian kept vertical file materials in manila envelopes and displayed the material about things of current interest. In that library the material was much used.

Kerygmatic Spirituality for the Heralds of Christ

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EDITOR'S NOTE: This is the second article of the third series of articles in the *Catholic School Journal* by Father Hofinger, S.J., a veteran missionary and well known student of catechetics. Again in the summer of 1957 he will present catechetical and liturgical courses in the United States — at San Francisco, Notre Dame, and elsewhere. At the University of Notre Dame he will conduct two summer courses: (1) The Mystery of Christ — A Kerygmatical Survey of Christian Doctrine and (2) The Place of Liturgy in Religious Education.

"Kerygmatic" has become a fashionable adjective. We read and hear about kerygmatic theology, kerygmatic renewal of preaching and religious instruction, and now even kerygmatic spirituality. Recently a priest visiting a Catholic school in the Philippines, being impressed by the religious knowledge of the kindergarten children, asked their teacher how she taught religion to these little ones. "Oh Father," she answered, "I use the kerygmatic approach." So here was a kerygmatic kindergarten. Although some of the principles of the kerygmatic approach can and should be used in teaching beginners, nevertheless the kindergarten doesn't seem to be the ideal level on which to demonstrate the method.

The Kerygmatic Approach

"Kerygmatic" is not a magic word that will solve our catechetical problem. Adapted from the Greek word "kerygma" meaning "the message of a herald," it calls attention to the fact that the teacher of religion acts as our Lord's herald in proclaiming His message of salvation. The distinction of being a herald of our Lord certainly is an inspiration to our catechetical apostolate. If we are really heralds of God, our first duty is through comprehension of the "kerygma" (message) we must proclaim; and then we must make a generous effort to communicate this message as fully as possible.

Kerygmatic Spirituality

We have no intention of conducting propaganda for the word "kerygmatic" and still less of presenting a new method for the spiritual life; indeed, we have more names and methods than we need. But we do need a deeper understanding of our apostolic vocation and a more harmonious unity of our spiritual life with our apostolic vocation. This is precisely what we advocate and emphasize in the somewhat strange expression of "kerygmatic spirituality"—nothing more than that form and spirit of life which must distinguish a herald of our Lord.

We shall attempt to enumerate some of the characteristics of genuine kerygmatic spirituality.

1. Humble and Joyful Consciousness of Our Sublime Vocation

Whoever is appointed and sent by ecclesiastical superiors to teach religion is ultimately appointed and sent by Christ Himself; he is our Lord's herald. We can say with St. Paul, "On behalf of Christ, therefore, we are acting as ambassadors, God, as it were, appealing through us" (2 Cor. 5:20). From the viewpoint of authority, we know that there are great differences in rank among our Lord's heralds. No Sister would think of attributing to herself the teaching authority of a bishop. Nevertheless in opposing the Protestant heresy which does not recognize a hierarchy of authority, we may run the risk of minimizing the dignity of an ordinary herald of our Lord, the Sister or lay teacher. Yet these, too, are indeed Christ's heralds.

Would the teaching authority of the Pope and the Bishops ever be really effective without the work of these ordinary catechists? Is not Christ in them too, continuing His divine mission as Herald of His Father? Especially in the United States, where Sisters and lay teachers have such an important share in the catechetical apostolate, many young Christians would never grasp our Lord's message if members of this mighty army of heralds did not explain it to them personally.

A vital consciousness of their sublime vocation is an essential element in the formation of enthusiastic heralds of Christ. They must accept their mission as a precious undeserved gift and a sacred responsibility. In fact such humble and complete acceptance of the task God has assigned to them is the teachers'

most solid and abounding source of enthusiastic religious joy in the midst of difficulties, limitations, and disappointments; it gives him unshakable confidence: Christ has sent him; Christ is with him; Christ Himself is greatly interested in the work he is doing in His name—that is, proclaiming effectively His divine message. This holy consciousness keeps Christ's herald devoted to his task, diligent without anxiety, and cheerful without levity. He will prepare his lessons carefully and teach successfully.

Let us, therefore, whose duty it is to form and train future catechists, strive to impart to them an appreciation of the excellence of their vocation. Lead them to understand the commission for which they are offering themselves, to meditate upon it, and to enjoy it—all in the light of Christ. Only in this light will they get an adequate understanding of their apostolic calling. There is a real danger that, in the process of formation, we may put too much stress on particular practices, devotions, rules, recommendations and too little on the more important solid foundation of the spiritual life of the future herald. All these details are necessary just as a watchmaker must have many little wheels, screws, springs, and bearings. But what would you think of him, if after arranging all these parts, he gives all his attention to keeping them clean and neglects to wind the watch? The catechist gets his inspiration from contemplation of his great vocation. His concern for details must be limited to a proper ordering of them in the light of his vocation. Whatever the novitiate does for the future heralds of Christ, it must give them a solid spiritual formation—teach them how to renew their spirit in the yearly retreat, in their spiritual exercises, in their daily meditations and examination of conscience. They must accustom themselves to winding up the watch. They must remember that they are not sent just in a general way but are expected to manage their full schedule today and tomorrow—every day. To manage all this successfully, they must preserve a close contact with Him who has sent them.

2. Close Personal Contact With Christ

No herald will fulfill his task well, at least not for a long time, without preserving good relations with the master who has sent him. Attachment to the master makes him careful and diligent, constant and daring. Without personal attachment to our Lord, the teacher will lose zeal and personal interest in his catechetical apostolate. He will be in great danger of becoming more and more tired and disappointed; his teaching will gradually lose its personal note becoming for him a tiresome "lecture." Personal love of our Lord, on the other hand, will keep him eloquent and inventive, zealous and practical, unwearied and obliging, patient and winning.

But we have still deeper reasons for close personal contact with our Lord. We are heralds of Christ, not of an earthly king. Our King is not far away; He is always with us. While we herald His message we are instruments in His hands; while we proclaim, He works in us and in the souls of our pupils. Only in close and continuous collaboration with Him can we reach our goal. Do we really believe that? Then we know what kind of spirituality we need as heralds of Christ, we who cannot do anything except in intimate union with our Master. Yes, the cultivation of an intimate union with Christ by faith and charity is absolutely fundamental in the spirituality of a well-formed catechist.

This close personal union with our Lord results in our assimilation to Him. To proclaim Christ's message effectively we must be like Christ and proclaim the message in the spirit of Christ. Just as the teaching of Christ shows forth the harmonious unity of His own personality and His message, so too, that

unity of doctrine and life is essential in our work as teachers. We must continue Christ's work, proclaiming the same message He proclaimed and proclaiming it with a Christlike personality. Our pupils do not have the privilege of seeing and hearing our Lord Himself and of being influenced by Christ's winning personality. How much that personality helped his hearers to understand and to esteem His teaching! It is one of the finest but also one of the most difficult of our commissions that we are sent to overcome this disadvantage as much as possible by our own Christlike personality. We should be able to say to our pupils as St. Paul said: "Be imitators of me as I am of Christ," (1 Cor. 11:1; 1 Cor. 4:16; Phil. 3:17; 1 Thess. 1:6). Certainly we shall not deceive ourselves into supposing that we have fully reached this high ideal; we know that we are still far from its realization; we can only approach it step by step but never reach it. May we, therefore, give up? By no means. We must at least do what we can; from the very beginning of our formation, we must have it in view, fully accept it, and untiringly pursue it. Our Lord said: "When you have done everything that was commanded you, say 'We are unprofitable servants; we have done what it was our duty to do,'" (Lk. 17:10).

Are the requisites for a sound education of future heralds of Christ, which we are discussing clearly understood and fully recognized? Evidently it is not enough to hear occasionally a beautiful conference on our assimilation to Christ, and then to give most of our attention to countless details of method. Our strength is limited. If we tax our powers by too much stress on a meticulous performance of many particular actions, can we expect our attention to be centered, first of all on the spirit which must more and more shape our lives and assimilate us to our Master? Let us consider how Christ Himself formed His future heralds. Our humble consciousness of the excellence of our vocation and our personal attachment to Christ, culminating in a generous endeavor toward a more and more perfect assimilation to Him, necessarily implies a cultivation of three virtues which characterize the true herald.

3. Diligent Cultivation of the Specific "Kerygmatic" Virtues

As teachers of religion, we are not so much heralds of Christ as heralds *with* Christ and *in* Christ. We are living instruments of the only great Messenger sent by the Father, Jesus Christ. Christ is the chief Messenger; we are His subordinate collaborators, through whom He continues His proclamation. We participate in Christ's own mission: "As the Father has sent me, I also send you," (Jn. 20:22). To fulfill this mission well, to become fitting instruments of the divine Messenger, we must cultivate the specific virtues of a herald, virtues which shone forth so splendidly in Him, the ideal and principal Herald of the Father. Here let us emphasize the following three "kerygmatic" virtues: fidelity, unselfishness, engaging manners.

a) Fidelity

Fidelity seems to be the most important and the most characteristic virtue of a herald. As the herald is sent to others to proclaim a message, his fidelity stimulates him to fulfill his commission as well as possible, to proclaim his message diligently, exactly, effectively. How much the Gospels stress the absolute fidelity of our Lord toward the heavenly Father who sent Him. The Gospels show Him as completely absorbed in the commission the Father had entrusted to Him. How emphatically our Lord Himself lays claim to fidelity as the characteristic point of His teaching: "The things that I heard from him [the Father], these I speak in the world . . . of myself I do nothing; but

even as the Father has taught me, I speak these things . . . he has not left me alone, because I do always the things that are pleasing to him" (Jn. 8:26-30). At the very end of His public teaching, He summarizes the unswerving fidelity which was the guiding principle of all His teaching: "He who believes in me, believes not in me but in him who sent me. . . . For I have not spoken on my own authority, but he who sent me, the Father, has given me commandment what I should say, and what I should declare. And I know that his commandment is everlasting life. The things, therefore, that I speak I speak as the Father has bidden me" (Jn. 12:44-50). The fidelity which our Lord emphasizes here is not the nervous fidelity of a frightened servant, but the generous, joyful fidelity of a loving son.

Kerygmatic fidelity, then, demands that our teaching convey as fully as possible the divine message. We are not the masters of our message; we are not permitted to select the material according to our personal likes and devotion; we are not permitted to adulterate the word of God with our own ideas and doctrines. It is imperative that we show as clearly as possible the wonderful internal unity of God's message; we must bring out as impressively as possible its essentials, focusing attention on the doctrines which are the very core of the divine message.

Certainly such kerygmatic fidelity requires a thorough, specialized (kerygmatic) study of the message we are to proclaim. That is the particular aim of the so-called kerygmatic theology. This is not, as unfortunately some people misunderstand it, a new and separate branch of theology to be studied in addition to the usual branches. It is rather a special *approach* to theology with the purpose of conveying to us a fuller and deeper understanding of revealed truth, that is, of the message we are sent to proclaim. It stresses, therefore, the doctrines which form the substance of Christian revelation and Christian preaching; it points out the internal unity of the particular doctrines which together form one great unity, the central theme of Christianity: the Mystery of Christ.¹ Moreover, the kerygmatic approach stresses the special viewpoint from which we must present particular doctrines in order to get the proper religious appreciation and the full fruit of them for Christian living.

It is highly encouraging that in the United States in recent years thousands of Sister catechists are getting a special theological formation that they may have a thorough, penetrating understanding of the Christian message they proclaim. And it is evident that there can be only one suitable approach for these theological courses for the Sisters: the kerygmatic approach. Leading catechetical experts of today declare that a thorough kerygmatic renewal is now one of the most pressing needs of the catechetical apostolate, and the only solution of the problem is a better kerygmatic training of the teachers—hence the demand for more use of the kerygmatic approach in the formation of future heralds of Christ in every seminary and convent. This training must begin as early as possible. Many of our Sisters' novitiates now give a course in theology. What other means could be more effective in instilling the apostolic spirit! How deeply it can influence and form the spiritual life of these happy Sisters—provided that the whole theological course is plainly directed to a deeper religious understanding and living of the doctrine to be proclaimed! Blessed the Sisters who get such a kerygmatic formation from the very beginning of their religious life.

Even more important in the formation of future heralds of

Christ is their own private effort to get the right religious understanding of our message through their own prayer and meditation. Hence the future herald must be helped and encouraged, from the very beginning of his training, to meditate on the message he is to proclaim. One of the greatest advantages of the kerygmatic approach is that it makes Christian doctrine prayable, and thereby inspires enthusiasm for the divine message. Heralds who make this divine message the subject of their prayer and meditation will speak from the abundance of their hearts.

Kerygmatic fidelity, understood in this full sense, will of itself lead to unselfishness and engaging manners—the other virtues which can be treated briefly.

b) Unselfishness

Unselfishness is only the negative aspect of fidelity. The perfect accomplishment of the commission entrusted to us demands that we have no time and interest for ourselves. On the contrary, in proportion to the degree we seek ourselves and our own glory and comfort, we necessarily become less capable for the service of God. Although this principle is clear to all, it is extremely difficult to practice. While our vocation does not call for artificial and strange mortifications, it demands much more—that we keep ourselves continuously dead and silent as regards our own interests in order to be completely free and alive for our Lord. St. Paul's "I die daily" (1 Cor. 15:31) may give us the right light for this high ideal. As heralds of Christ, divested of self, we do not act in our own name, but in the name of Christ. As special servants we ought to be able to say with St. Paul, the great herald of our Lord: "It is now no longer I that live, but Christ lives in me," (Gal. 2:20).

c) Engaging Manners

As ideal heralds we serve our Master with perfect fidelity; we forget and sacrifice ourselves by self-divestiture. However, if we are to win for Christ the people to whom we are sent, we need engaging manners.

We have this wonderful message, not to broadcast to the winds, but to proclaim to living men of flesh and blood in order to win them for God—to get them to live a Christian life dedicated to God. The only adequate response to our message is life, a new life in Christ, according to the classical formula of St. Paul: "Christ in you" (Col. 1:27). As heralds of Christ we proclaim His message to the people of our time, so that our words like those of Christ, "are spirit and life" (Jn. 6:65).²

We win others by engaging manners as our Lord Himself did. In Him: "the goodness and kindness of God our Savior appeared" (Titus. 3:4) and won us. These engaging manners of Christ Himself and of His messengers are not mere psychological tricks, but reflections of Christ's innermost attitude as Saviour toward mankind—the only adequate attitude of the herald whose message is the joyful tidings of our salvation. Engaging manners are a part of the winning personality of the teachers and of an attractive method of teaching. But, be it carefully noted, a winning personality is designed to attract our pupils not to ourselves but to the Lord; attractive methods are employed not to amuse students, but to help them to a deeper and fuller religious understanding of our message—to Christian living. The consciousness of our sublime vocation will make us eager to acquire both a winning personality and an attractive method, "for the love of Christ impels us" (2. Cor. 5:14).

¹ For a development of this central theme, see the author's article in the CATHOLIC SCHOOL JOURNAL for January, 1956.

² As to the proper goal of religious instruction, see the author's article in the CATHOLIC SCHOOL JOURNAL for February, 1956.

CATHOLIC SCHOOL JOURNAL

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THE GREAT BOOKS ONCE MORE

THE SAME OLD METHOD

If we take the "blah blah" and the educational pretence out of the Great Books programs we have simply a commercial publishing enterprise with a clever, inexpensive sales program, utilizing "local school officials, parent-teacher associations, and adult education associations." In our book, *Great Books, Panacea or What*, we have shown in great detail the educational futility of the major program using Mortimer Adler's *How to Read a Book* as the basis of the criticism. A few copies of that book are still available.

GREAT ISSUES IN EDUCATION

The Great Books Foundation announces a new program on "Great Issues in Education." Unfortunately the same

discredited method will be used in carrying out the program. The program will seek to create an enlightened opinion with regard to the purpose of education in the United States. Parents will help educators solve the problem. The president of the Foundation said the "new program deals with the aims of education rather than questions of the need for more teachers, more schools, and more money to build those schools, important though these considerations." This is a worth-while necessary, even an essential element to introduce into the discussion of education, so preoccupied as it is with more money and more aid. However, it seems more likely to add to the "confusion worse confounded" of the contemporary scene than to clarify it.

THE NUMBER OF RUSSIAN TECHNICIANS

Extensive material is furnished announcing the new program. The issues imply a debate "between different and differing philosophies of education" and "the dialectic established by their discourse with each other constitutes the heart of the program." It must be kept in mind that the new program is concerned with aims, not the subordinate issues of more teachers, more classrooms, and the like. Let us see the nature of the issues.

The first issue is the one raised by Vice-President Nixon at the White House Conference: the growing and greater number of Russian technicians. This raises the question whether we should have more technicians. And the answer by Bernard Iddings Bell is "No." This is absurdity itself. Bell was not dealing with the question at all, and his argument in favor of general and liberal education is not an answer to the issue. What Bell says in *The Crises of Education* is that in the education of man, his education as man is more important than his education as workman or technician. Incidentally his *The Crises of Education* (not in selections but complete) would be a more profitable use of the ten meetings of the program than the proposal itself made up as it is, a strange hodge-podge of selections.

CITIZENSHIP AND INDOCTRINATION

The second issue is Citizenship. A professor at a state teacher's college says that the "overarching objective . . . is to indoctrinate for democracy." Whatever that means, Aristotle, 2210 years ago, presumably said the same thing:

"The citizen should be molded to suit the form of government under which he lives." But Bertrand Russell says that children have rights, and the political use of education is a violation of these rights. The real issue here is not Citizenship but indoctrination.

EXPERIENCE AND SENSE PERCEPTION

The third issue is formulated by Dewey in *Experience and Education* when he says that "an area of study must grow out of the conditions of the experience being had in the present." Hersey, the novelist, in the Fairfield study concludes that "precept in practice contributed to what he calls the cult of uniformity, whose foundation is . . . the ideal image . . . of a happy middle-class family in ever-clean clothes, straight out of the ads in the magazine."

Sensing probably that this was not a "meeting of minds," the Foundation goes on to another issue: John Amos Comenius' emphasis on sense perception, and over against this is Plato's emphasis on his archetypal "ideas." This is perhaps the queerest of the issues. It might be said here that if Comenius was to be used it was the opening chapters of the *Magna Didactic* that would have thrown some real light on the issues of aims, and not his outmoded "natural" methodology. The Platonic contrast in the cave is a contrast of "mere opinion" and real "ideas."

THE IDEA OF MAN

The fifth and final issue stated brings Herbert Spencer and Jacques Maritain in contrast. Spencer is quoted as saying that, in determining the ultimate goals of education, Spencer would obviously refer one to the scientist. Maritain says, "the fact remains that the complete and integral idea of man which is the prerequisite of education can only be a philosophical and religious idea of man." The problem that Spencer was discussing is "what knowledge is of most worth." He stated his aim as preparation for complete living and what he said was that science is the best preparation for each of the five areas of complete living.

SOME SUGGESTIONS FOR IMPROVEMENT

If the Great Books Foundation wanted to help educate the public and help people realize what the issues in education are today, it could have, in addition to Bell's *Crises in Education* and his *Crowd Culture*, have added Bestor's *Wastelands of Education* and

Smith's *The Diminished Mind*, Smith's (Ed.) *The Crises in Our Public Schools*, and Shaefer and Snow's *The Turning of the Tides*. If they wanted an organized formulation of the issues, they could have used Demiashevich's *An Introduction to the Philosophy of Education* or Brubacher's *History of the Problems of Education* or my own *Philosophy of Education*. If they wanted some better material than they selected, they could have used: the Papal encyclical on the *Christian Education of Youth*, on the aim and purpose of education; St. Thomas' *De Magistro*, on the relation of teaching and learning implying a certain conception of the child; the first chapter of Whitehead on *Aims of Education* instead of the second on Rhythm; Count's *Dare The Schools Build a New Social Order*, for the radical statement on the political use of the school.

STRANGE RESULTS OF SO-CALLED RESEARCH

It is strange that 18 months of testing in 27 different cities with three week-long summer schools and an analysis of 500 questionnaires could produce a hodgepodge. Perhaps this is what is called the "diminished mind." Certainly so-called investigation or research is not always productive of wisdom or even learning—sometimes it achieves rationalization. — E. A. F.

"PAPER BACKS"

We saw the paper back edition of *Papal Encyclicals in Their Historical Context*, with the informative introduction, which is included in the "Mentor Classics" published by the New American Library. We found in it certain encyclicals which are not otherwise readily available, though in the valuable "complete list of encyclicals since 1740" we noticed the mistaken statement that Pius XI's encyclical on the Christian Education of Youth is said to be addressed to the "Italian bishops" instead of the Universal Church. This useful little volume leads us to think what a great help and great convenience these inexpensive "paper backs" could be in all education. In looking over the Penguin lists we notice a remarkable list of miniature scores of Bach, Beethoven, Mozart, Mendelssohn, etc., which conveniently enables concert goers to follow orchestral performances. There are available, too, happily in other series reproductions in inexpen-

sive form of the great literary, historical, scientific, religious, philosophical, and theological classics.

This publishing phenomenon ought to help contemporary education to deal directly with the great classics in all fields, instead of talking endlessly "about" them. Unfortunately there is a tendency to omit less significant parts of encyclicals and of books. It seems to be of such great educational significance that the reader should feel he is getting the whole work, that the saving in number of pages, is not worth losing the sense of completeness, or of not being sure you haven't missed something. — E. A. F.

MONEY AND EDUCATION ONCE MORE

It is strange how a topic tends to recur in one's reading no matter how far afield he may be wandering. Earlier this year we called attention to the emphasis that was being put on the money value of education, indicating how much more valuable college education is in dollars than high school education and how each year of schooling was worth so much more in income. We thought this kind of thinking about education had in it great dangers. It was particularly emphasized by those emphasizing vocational rather than liberal education, the education of the worker rather than the man. This is valuable information, however, in its way because we want neither economic nor social parasites as a result of education.

We noted later that Catholic education dropped intercollegiate football not because it was noneducational but because it was unprofitable, in fact costs the colleges and universities money. In reading the pamphlet of the "Catholic Association of International Peace" on "The Role of the Christian in the World for Peace," we came across this dialogue between Father LaFarge, S.J., and Father McGuire, C.M.

Father LaFarge: Has the role of the Catholic colleges in training young people for service overseas ever been brought up before the National Catholic Educational Association? I was wondering whether presentation of this might start a discussion there.

Father McGuire: I persuaded Msgr. Hochwalt of N.C.E.A. to put this as one of the discussions at Kansas City and I flew out for that one meeting. We were

able to get 50 or 60 of the few thousand delegates in that meeting.

"The main complaint of the educators was: 'It doesn't make any money. It is not a self-paying course' and I can assure you it is not paying in any university. . . . Of course, it does not pay off in money and if the Catholic universities and colleges are going to base the question of education on the mere matter of finance, there is no hope."

I am a little afraid that there is too much thinking of this order in Catholic education. I recall an especially competent lay professor of speech, who established a speech correction clinic at a sacrifice of his own time and energy and was rendering gratuitously a great service to children with speech handicaps, who was continually under pressure from the Rector "when will it produce income?"

What has become of the "living endowment"? Is it really a compensated service in order to increase the number of institutions of the Order. There is a fine tradition in Catholic education expressed in the rule of the Brothers of the Christian Schools, embodying the wonderful spirit of St. John Baptist de la Salle:

"They shall not receive either from the pupils or their parents any money or presents, however small, or on any day or occasion whatever."

Perhaps we shall return to "Endowments and Education in the Changed Conditions of Modern Times" another day. — E. A. F.

FEWER PUPILS ON RELEASED TIME

A drop of 2,502 pupils registered in the New York City public schools for released time religious instruction has been reported at the close of the 1955-56 school year. The total number of children registered was set at 118,983.

Most of the children attend elementary or junior high school, and only 1,574 were registered as pupils of the city high schools and special schools.

It is reported that most of the reduction in the size of released time groups is due to the completion of parochial school buildings, particularly in the outlying areas of Brooklyn, Queens, and Richmond Boroughs.

If modern pedagogy is to be applied to the teaching of religion, it will be necessary first of all to reduce the size of classes. Only then is the teaching of groups possible. At present most teachers and catechists are stifled by the great numbers of children. — *Katechetische Blaetter*.

Improving Marking and Reporting

The Federal Office of Education in *Education Briefs*, Bulletin No. 9, published in 1948 says that "for any school, that type of report is considered best which carries the school's philosophy most effectively into a growing understanding of children and a working relationship with the children's parents."

Probably the first consideration should be the purpose of the practice of reporting to parents. Some authors have stated that the report card is an administrative device serving the double purpose of informing the parents of pupil achievement and at the same time of being a record for both home and school. Others say that the purpose of reporting is to give information concerning the status and progress of a child to those responsible for him. Authors such as Ellsbree and McNally add the purpose "to guide the child." In this instance evaluation serves the purpose of guidance rather than selection.

Define Our Objectives

Before attempting to improve the marking and reporting practices, a philosophy of education will have to be established. The purpose of education is to change the behavior of the learner. If going to school is to result in certain desirable changes in the learner's way of behaving, then the objective problem is: How should the learner learn to behave? What do we want him to do? When this has been decided, the evaluation problem is: How well does he do what he should do? And the reporting problem is: What kind of report should we make to tell how well he has done the things he should do?

Percentage marks have been on the way out. This method brings up problems of the validity and reliability of teacher's ranks. Experiments have been conducted where several teachers have been given the same set of papers to score. The variations in results have been interesting. Or the same teacher may score the same set of papers at two different times with differences noted except in cases of papers containing spelling as such or arithmetic computation.

The five-point scale, A-F or E is most popular. The threefold category method is also used where S is used for Satisfactory, U for Unsatisfactory, and H for Highest.

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St. Joseph School

Portland, Me.

If we accept the premise that education is supposed to change the behavior of the learner and if we accept the statement (Ellsbree and McNally) that most schools use the five-point system, then this system seems to be the one that merits the investigation. Wrinkle cites a few fallacies with regard to the A-F way of ranking. He states that it is impossible to tell what an A, B, C, D, F mark based upon local standards of achievement means, unless the achievement or ability level of the school giving the mark is also known.

He continues further that some teachers convey the idea to the students that they can achieve any mark they wish if they are willing and make the effort. There is a ratio between capacity and achievement. Students are led to believe sometimes that their success in afterlife compares favorably with their success in school. Or, the student's mark is compared to a paycheck.

Concerning Competition

It is argued at times that the competitive marking system provides a worthwhile and justifiable introduction to competitive adult life. Actually the competition of the student with his previous record and attempts to achieve in terms of his ability provide opportunities for the application of competitive interests. The encouragement of competition of individuals of unequal ability is a violation of the principle of individual differences. It does not conform to mental health practices and is negative in many of its results.

There is the problem, too, that the emphasis given to marks by teachers can tend ultimately to convince the students that the mark, rather than what the mark is supposed to represent, is the most important outcome of learning.

There have been departures from the conventional way of reporting. Symbols have been manipulated, for instance, the move from numbers to the five-point letter system. In 1939 letters were in use in four fifths of elementary and secondary schools.

The two-point scale S and U or P and F have been substituted. Some schools have H for honors.

Symbols have been supplemented. "Conduct" or "Deportment" were followed by "Citizenship" after a wave of patriotism in World War I (Wrinkle). "Character" and "Personality" traits have appeared and these terms are variously understood both by parents and teachers.

The question of behavior traits on a report card present the problem: Should the knowledge of what may happen when a child takes his card home keep a teacher from telling the facts as they are? Applegate in *Everybody's Business—Our Children* puts it: But blunt or tactful, when two kindly folks who are both interested in the welfare of the same child face each other across a desk, truth should pass between them, whether it hurts or not. Although the reference is to conferences the same principle seems to apply in the case of a report card.

Some Experiments

There have been fundamental changes involving a different approach. The Parent-Teacher Conference is a good practice entirely apart from reporting; however, it does not result in a record and schools have to maintain records. Teachers object to lack of time and parents of older children especially do not seem to come to school. To ease the burden here, some schools have an early dismissal for the grade whose parents are visiting. In this instance, not all the parents come at one time, but rather their time is arranged by appointment.

Informal letters have found their way into reporting practices. This is impractical for teachers who work with large numbers, although the letters may be issued at different times. There is the added difficulty of doing a job effectively enough to make oneself understood. These letters have sometimes become standardized bearing the comments: He works well with others. Or, He takes an active part in discussion activities. However, if this practice of informal letters is handled tactfully, it has great possibilities for home-school relations.

Check marks are used in evaluating outcomes. Some reports leave space for stu-

dent self-evaluation and for parent's comment, but until a school identifies its objectives clearly in terms of what it wants boys and girls to do as a result of their school experiences, no form or practice used in reporting can be adequate. What might be good in one school might not be good in another. Each school has to work out its own forms and practices on the basis of its own objectives, its own philosophy, its own staff, and this might well apply to regional districts where differences are not too great and objectives are the same. Whatever forms are developed for use in reporting, a separate report involving the use of a five-point scale should be maintained in the school office for administrative purposes.

The Dual System

Some schools have used a dual marking system. The child receives two ranks, one for what he has achieved and one for what he is capable of achieving. If this is used wisely it should prevent parents from unjustly blaming the slow learner.

In the meantime, in order not to discourage a child who may be working to capacity and does not compare favorably in the present marking system, it may be well to give the child the A or B according to what he merits but then place a small number by way of exponent or subscript after the letter telling the parent the child does well in second grade work although this is grade four. It cannot be stressed enough that the child is very dear to parent who is unwilling to face facts very clear to everyone else. To touch the child is to touch the parent's nerve center so that any reporting that is different from what the parent knows prevails in the school should be explained kindly and clearly to the parent before using it. This way prevents misunderstandings.

Some school systems vary the color, size, and format of cards according to age and levels. Others have changed the name to Pupil Progress Report, Report to Parents, Progress Record, etc. They are spaced as to time. In most instances fewer reports are issued for younger than for older children, and one city postpones until mid-year any formal report for children enrolled in kindergarten or first grade. (*Educational Briefs*, No. 9, Sept., 1948.)

Very sincere effort and thought goes into evaluation of the work of a child. Applegate says: "I should like very much to find out what is par for each child as nearly as it can be measured. I would make two types of graph at every report-card time. The first would show the rank, by number, of all the children in the room in each measurable subject, such as reading and

arithmetic. I would indicate to each parent where his child ranked with others and with his former record. On a separate sheet I would write a simple note to the parent telling him of my findings. . . . Instead of issuing the child a card, I would have a private talk with him, and he and I would look honestly at him and me together, both of us trying to be honest with ourselves and with each other and both trying to evaluate how we have helped and failed each other and ourselves." He adds: "It may be that this method of taking care of the report card question is not particularly efficient, but at least it is human and decent and honest. It would save me from this constant comparing of one individual with another—a task which I abhor. If when I die, the Great Teacher compares me with all the saints that have lived and grades me accordingly, my letter may be from that great void somewhere below 'Z.'"

But of course He won't do that. Is He not the Great Teacher? If I read my Guidebook aright, even He changes His methods to fit new situations and new times."

To sum up: The many variations in both content and form of the reports indicate that no one method to evaluate children's growth and development can well be used or is desirable. Each school system can develop its own procedures of reporting. Both the parents and school staff have a part in determining what is included in reports of children's progress and the methods or symbols used for indicating their growth in skill and achievements. As a result traditional symbols are sometimes needed and used. But new definitions turn attention from arbitrary achievement grades for all children to a recognition of individual growth levels and rates of development.

Educational Briefs

Larger Classes Favored

The general trend of research on the best number of pupils to have in one classroom does not support the idea that small classes are preferable to large ones. This statement was made by Msgr. Cornelius T. H. Sherlock, former superintendent of schools for the Archdiocese of Boston and a member of the Massachusetts board of education, in a recent interview. Msgr. Sherlock said one of the most widely heard arguments against large classes is the harmful effect on the teacher. "But the trend of available studies indicates that class size has no relationship to the teacher's health or attitudes," he said. "Seven investigators found that the large class demands more alertness and application from the teacher, while four others found no difference. Ten experimenters reported that teachers found large classes more stimulating and eight commented that teachers who were willing to try handling large classes readily developed faculty."

Msgr. Sherlock drew this information from the *Encyclopedia of Educational Research* which reports on 73 studies of this subject in which only 4.1 per cent decidedly favor small classes (30 or fewer pupils). Four times as many of the studies, 16.4 per cent, are notably in favor of large classes, while the remainder find little or no significant difference resulting from different sized classes.

School Life Too Complex

The complexity of school life and too many social pressures are contributing to the mental breakdown of many young people, a survey conducted among teachers in various Catholic schools of the Dubuque archdiocese has disclosed. *The Witness*, archdiocesan newspaper conducted interviews with teachers who reported various causes for mental tension among students. One teacher asserted that schools can exaggerate the emotional feelings of students. She cited the overstress on athletics—deploring the frenzied antics of some cheerleaders—demands made on students to enter contests, and the hidden hurt feelings of those who by nature can't excel in extracurricular activities, or can't even par-

ticipate in them because of the need to work to help themselves through school.

Another teacher thought schools could harm students by suppressing originality. "The need for conformity in school too often stifles individuality," she said. "And then you come up with a child who is frustrated."

Calculating Machine Aids Arithmetic Teaching

The direct relationship between America's shortage of scientists and the elementary school arithmetic classroom was discussed recently by Quentin Reynolds, noted author, correspondent, and commentator, on his filmed television program: "Operation Success." Mr. Reynolds' guests were Dr. Howard F. Fehr, head of the mathematics department of Teachers College, Columbia University, and Fred R. Sullivan, president of the Monroe Calculating Machine Co., who described how education and industry joined forces to produce the "Educator," a small calculator designed specially for school use. Dr. Fehr described a controlled group experiment he conducted with the Educator last year among fifth grade pupils of the Cedar Grove, N. J., Memorial School. The project, which lasted half a school year, showed gains of three and 4.4 months in computation and reasoning respectively, on the part of the children in the experimental group over the control group pupils.

School Healthmobile

Several thousand students in the Catholic schools of the Archdiocese of New Orleans, La., will now be able to have their hearing and vision tested each year in a healthmobile recently donated by Merrill Lynch, Pierce, Fenner, and Beane, a brokers' firm. The vehicle, housing a soundproof booth and audiometer, is fitted up like an office, completely equipped and air conditioned. It will make possible refined testing that classroom situations don't always permit. A large 1954 Marmon-Herrington bus, it has a load capacity of 13,000 pounds and can be heated for winter use. All seating is leather covered.

An Experiment in Student Dramatics

"For her performance as the best actress in *Little Prison*, the last 'Oscar' is awarded to . . ."

Thus ended, early in May, the first intramural one-act play festival at Dominican High School in Detroit, Mich. Seventy-five students had participated, approximately 300 more had formed the audience, and the entire student body had received at least remote exposure to a dramatic experience.

The festival itself had consisted of three one-act plays, presented after class hours on successive afternoons, and had been climaxed several days later by the presentation of "Oscars" for the best actresses and most competent student director.

Planning a Play Festival

But the actual production had really begun in February. At that time the thirty senior members of the junior-senior verse choir decided to devote each Wednesday's class to preparation for a play festival. Both seniors and juniors were made to realize the trust that would be placed in them, and both groups rose to the occasion. Proud of an opportunity to show their maturity, the seniors worked steadily at the task they had set themselves. During the director's brief absences, the juniors, glad to display their own initiative, continued their practice for a spring program.

It was agreed that three one-act plays, of varying types, would best fit the needs of the group. A student director was appointed for each play, care being taken that this student be one who could maintain discipline as well as direct dramatic activities.

The festival was now strictly a student production. The seniors divided themselves into three groups. Advice could be sought from the coach, but all decisions, for better or worse, were made by the student directors. An example of a "worse" decision, seemingly, was the selection by one group of George Milton Savage's modern farce, *Little Prison*.

During the rehearsal this play seemed likely to develop into an empty experience for actors and audience alike, but no advice could deflect the director or her group from their first choice. After the

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plays had been presented, the *Little Prison* group decided that a theme of greater dignity would have been more enriching from a cultural and aesthetic standpoint. Nevertheless, this play was the one most enjoyed by the teen-age audience, which apparently shows an area in which dramatic tastes of the entire student body could be improved.

The two remaining plays were a peasant drama, *Grey Bread*, by Jean Lee Latham, and Lewy Alfson's costume tragedy, *The Infanta*.

Students' Responsibility

When copies of the plays arrived, each group studied the drama of its choice and chose from among themselves girls to fill the roles. Since Dominican is an all-girl school, care had to be taken that masculine parts were given to those who could handle them in a convincing manner.

The student director began by blocking her play, then drew up the lighting plot. She checked all background work: authenticity of costumes, use of dialect, and need for certain stage properties. It was the student director who supervised the making of costumes, lighting techniques, make-up, and sound effects.

About two weeks before the plays were to be presented, members of the junior verse choir opened a publicity campaign. Posters, PA announcements, and personal contact with other students—chiefly upperclassmen—were the means used. Juniors sold tickets in all home rooms and at the door.

On the afternoons when the plays were to be presented, billboards and ticket offices were set up at each auditorium entrance. Faculty members attending were given ballots on which to vote for the best play of the trio. Ballots on which to name her choice for the best actress in each play were received by every girl present. Most students, incidentally, who attended the first play were also present for the next

two. Student attendance at the plays increased for each performance.

The Results

During the performance, the dramatics teacher sat in the audience, occasionally unhappy at students' interpretation of a particular scene, but more often gratified by their ability to meet a situation.

The "Oscars" for the best actresses and the outstanding student director were carved from plywood and painted gold by members of the art department, as a congratulatory gesture to the players. At a special award ceremony, before the entire verse choir gathered in the auditorium, these awards were presented.

Most significant among the festival's contributions was its stimulation of the participants to greater interest in drama. Of the thirty seniors who presented the plays, five girls entered college in the fall to major in drama, with the intention of teaching in this field themselves.

The festival led, too, to a greater appreciation of drama among those who actually saw the plays. Student reaction to the different types of drama presented was much more intelligent than had been expected. Perhaps the facts that the junior group had been "indoctrinated" by the players themselves and that both juniors and seniors had passed much of this information on to their friends before the performances, were the main reasons for the student response. Also, through such informal discussions, the student body as a whole learned a little more about the theater.

Finally, the festival did much to weld together the junior and senior verse choirs. Seniors had had to depend on juniors' ingenuity in handling publicity and ticket sales. The juniors had come to realize the responsibilities that actual production would present to them the following year.

* * *

There is only one bookstore in the United States for each 100,000 persons, but in Denmark there is one bookstore for each 7000. In the U. S. one of every four households has a television set.

Wrestling With Words and Writers

The word suggested is the name of a Catholic author; for example, Helps balance an airplane in flight . . . Finn.

1. not sharp; outspoken
2. a vehicle
3. appearing every day
4. title of high rank
5. one who has lately come
6. advice to one dehydrated
7. cooked enough
8. river in Palestine
9. gloomy; sullen
10. narrow valley
11. one who whips severely
12. uncivilized
13. a male deer
14. one who divides meat at table
15. a winter squash
16. dark color like that of coffee
17. a bird of prey
18. a supporting pillar
19. small flap; strap
20. brightness; luster
21. pure; color of snow
22. a district of a city
23. not old
24. the juice of grapes
25. truck for moving furniture
26. army officer
27. opposite of short
28. Christian martyr
29. garden where Adam lived
30. opposite of lowland
31. meat having little fat
32. not fastened
33. high officer in the army
34. head of Roman Catholic Church
35. thin circle of metal
36. name of candy bar
37. Immaculate Heart Sisters
38. put to death without trial
39. transfer of property by deed or writing
40. raps
41. a shade of green
42. thin vapor in the air
43. between sunrise and sunset
44. he vulcanized rubber
45. small country in Europe
46. serious; sincerely zealous
47. outfits
48. sound leaves make when moved by the wind
49. means for catching animals
50. triangular end of a building from the lines of the eaves to the top of the roof

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Immaculata High School
Detroit 21, Mich.

51. opposite of silence
52. song of devotion
53. metal money
54. a walking stick
55. at that time
56. colors
57. to enrage, to make angry
58. drapery of cloth at a window
59. drink made from roasted and ground seeds
60. Anglo Saxon for nails
61. a city in W. Germany
62. a stag
63. a sage
64. irritated, vexed
65. inclines or leans

A Book Report Requiring Christian Thinking

Sister Ellen Mary, S.C.

Diocesan Supervisor of Schools
Mt. St. Joseph, Ohio

Preface the teaching of this type of book report by recalling to the minds of pupils that we were created to know, love, and serve God in order to be happy with Him for all eternity. By faith we know that our way of life must be such as will fulfill God's purpose in creating us. To determine whether our thoughts, words, and acts conform to God's will, we should ask ourselves upon occasion, "Does God approve of this, or disapprove of it?" "What does God think of this?" To answer these questions we must of necessity turn to the Ten Commandments given by God to guide our conduct and to Christ's teachings (love of God and

66. staff used by shepherds of Scotland
67. a very small farm
68. one between infancy and youth
69. peculiarity in manner or behavior

The Authors' Names

1. Blunt, 2. Carr, 3. Daly, 4. Lord, 5. Newcomb, 6. Drinkwater, 7. Dunne, 8. Jordan, 9. Moody, 10. Glenn, 11. Trouncer, 12. Savage, 13. Buck, 14. Carver, 15. Hubbard, 16. Brown, 17. Bussard, 18. Colum, 19. Tabb, 20. Sheen, 21. White, 22. Ward, 23. Young, 24. Wynne, 25. Vann, 26. Sargent, 27. Long, 28. Valentine, 29. Eden, 30. Hyland, 31. Leen, 32. Luce, 33. Marshall, 34. Pope, 35. Ring, 36. Clarke, 37. Monro, 38. Lynch, 39. Grant, 40. Knox, 41. Kelley, 42. Hayes, 43. Day, 44. Goodier, 45. Holland, 46. Ernest, 47. Riggs, 48. Russell, 49. Trapp, 50. Gable, 51. Noyes, 52. Carroll, 53. Coyne, 54. Kane, 55. Then, 56. Hughes, 57. Madden, 58. Curtin, 59. Coffey, 60. Nagle, 61. Bonn, 62. Hart, 63. Wiseman, 64. Reilly, 65. Benz, 66. Kent, 67. Croft, 68. Childe, 69. Quirk

love of our neighbor). In real life each person's character is judged by his words and actions. If they conform to God's Commandments and Christ's teaching example, they are good; if not, they are bad.

Stories are based on real life; therefore, the characters and incidents in the stories must be judged by the same standards as those used in real life. A sample of this form of book report is given below:

Name of Book

Heidi

Author

Johannah Spyri

Good Incident

Heidi was obedient to Clara's tutor although the tutor was unkind to her.

Explanation

Heidi imitated Christ, who was obedient

to civil authorities although they were unkind to Him.

Bad Incident

Peter was jealous of Heidi's friendship for Clara, so he pushed Clara's wheel chair down the mountain.

Explanation

Peter violated the fifth commandment which forbids anger and revenge.

An Explanation of the Above Form of Book Report

Under *Good Incident* write one or two sentences about any incident in the story which illustrates praiseworthy behavior.

Under *Explanation* write in one sentence, if possible, why you think the behavior is good. The thinking involved in the explanation should be based upon the relation between the person and God. The following questions will help the pupil to realize that the Commandments and Christ's teachings are the only standards for deciding what is good:

"Which commandment is observed in this incident?"

"To which of Christ's teachings does this action conform?"

These or similar questions may be asked to help pupils judge conduct according to God's laws.

Under *Bad Incident* write one or two sentences about any incident in the story which illustrates blameworthy behavior.

Under *Explanation* write one sentence, if possible, why you think the behavior is bad. Again the Ten Commandments and Christ's teachings (love of God and love of neighbor) are the only standards for deciding what is bad.

"Which Commandment does the action violate?"

"Which of Christ's teachings was not carried out in this action?"

Evaluation of the Book Report

Note that the incidents and their explanations each consist of one or at the most two statements. This is a challenge to express a thought concisely.

The explanations give exercise in evaluating the conduct of characters in fiction according to Christian principles.

Practice in critical thinking based on Christian character standards which this type of report requires will establish a habit of thinking and judging as a Catholic should. Pupils will then be prepared to evaluate more accurately movies, television, and radio programs, stories, or articles in magazines and newspapers. Finally, the hope is that the pupils will acquire the habit of judging their own thoughts, words, and actions by the only standards for deciding what is good or bad.

Book Projects for the "Book Shy"

Howard Smith

Staff Writer

CATHOLIC SCHOOL JOURNAL

During February Catholic schools, Home and School groups, bookstores, and publishers will be observing Catholic Press Month and Catholic Book Week. There is no better time for the teacher to reintroduce her charges to the vast horizons of Christian culture. And the time will be well spent. No less a personage than Pope Pius XII has directed the attention of elders to the education of the young through the written word: "There is good reason to take great interest in the first influences to which a child is subjected." He has pointed out: "The influence of books is not the least of these. God grant that the child's clear eyes may be fixed on beautiful pictures and that his imagination and memory may be nourished by beautiful stories adapted without any foolishness to the freshness of his soul."

Children Enjoy Books

In my observation during the past four years certain ideas worked out by teachers and schools stand out as particularly worthy of mention. The outstanding fea-

ture of all of them was that they were designed to lead rather than push the child into the wonderland of books.

In Milwaukee a teacher in the primary grades uses children's books to give her charges a lesson in group reading, art, penmanship, letter writing, and human relations. Especially well adapted to this technique are the smaller inexpensive picture books such as the *Christian Child Stories*, an inexpensive paperbound series that has been on the market since 1954. Carefully playing on the elements of the unusual and the artistic, this teacher selects illustrated books that can be adapted to choral reading. Not only are the children reading them aloud in class; they draw pictures using the illustrations for inspiration. Then they are encouraged to compose a short letter to the author telling him what they most enjoyed about the story. Letters and some of the better drawings are sent on to the author whose address can usually be obtained from the publisher. The thrill of a child's being able to communicate with the author of a book he has enjoyed may well be a springboard into the story world created by other juvenile authors.

A Book Fair

Another project following this aim is

Dear Jessica Powers
I thought your poem
was very sweet and we
said it in Choral Reading.
There just wasn't any
part that I didn't like. my
name is Toni Jean Stechauer
my teacher is Miss Baran.
God was wonderful to give
you a gift like that
Your friend Toni Jean
Stechauer

A child's letter to the author of "The Little Alphabet," by Sister Miriam of the Holy Spirit, D.C. (Jessica Powers). The book is published by The Bruce Publishing Co.



A child's reproduction of one of the pictures in "The Little Alphabet."

an annual event at a Shorewood, Wis., school. The program is designed to stimulate not only student interest in reading but family interest as well. A two-week book fair is held every fall. A book dealer supplies books on consignment which are displayed in the school library and corridors where students can look over them leisurely and select titles for their home bookshelves. The upper grades write and produce a skit that emphasizes the part books play in everyday living. One of the high lights is the rapport established with the writing world. Each year the school tries to bring in an author to talk to the student body and as many parents as are able to attend. The fair is purposely held at a time when it is possible to reach a ready-made audience of parents coming into the school for parent-teacher conferences.

Most schools, doubtless, are familiar with the book week services and kits offered by the Catholic Library Association. Villanova University (Villanova, Pa. \$1.) Perhaps fewer are aware that Catholic publishers are only too happy to supply a wealth of materials—book jackets, magazines, circulars, and catalogs. In larger cities some Catholic bookstores may be willing to supply books on consignment to the schools.

Getting an author to come to your school can be somewhat of a problem or even impossible but here again the publisher or a local bookstore can help. In St. Louis a department store has an annual author's day and children of the city are invited in with their teachers. A publisher is in the best position to help since he can readily contact authors in the area or tell you whom to contact.

And reaching back into my own school days, how about a book battle? Questions, prepared by the students themselves on

books they have read, are the weapons used. Two captains are appointed who choose sides. Opposing teams face each other across the room or stage and fire barrages of questions at each other, each student taking a turn in asking or answering a question.

Our Reading Scores Soared

**Sister M. Raymond,
O.M.**

Nashua, N. H.

Ours was the common problem—too many poor readers in our classes. The problem was clear; the solution, not so clear. We learn to do by doing. Perhaps children could learn to read by reading. Stimulating an interest in reading might help to solve the problem. It was worth the try.

An empty classroom offered a chance for a school library. Shelves were built out from the blackboard space with the lowest shelves resting on the blackboard ledge. The shelves were painted dove gray with Chinese red edges. Two long, somewhat scarred tables were transformed by a coat of black enamel while Chinese red linoleum covering dressed up the table tops. This red and black combination matched the floor covering. Thus with little expenditure of money a very attractive library resulted.

The children were asked to contribute

books, and the in-pour was most gratifying. Parents of grown-up children sent books no longer in use in their homes. One member of the community sent fifty dollars for the purchase of new books, while a local society donated a set of encyclopedias. The library idea had caught parents and students alike. The children felt the library was theirs. They had seen it in the making.

Now for the use of it. It proved an ideal setting for the story period. Teachers from the primary grades took their children to the library for the story period. Sometimes the teacher read the story. Sometimes she told the story, and at still other times she allowed the children to browse around and handle the books.

Perhaps a hint in helping to select books would not be out of place. For independent reading, the child should, as a general rule, select a book below his grade level, because a child may become discouraged if he selects a book too difficult for him. It is only the exceptional child who can read unaided a book at his grade level. Grade level reading is the work of the child plus the teacher. Naturally then independent reading should be of a lower level. Supplementary readers are good choice for beginners as the vocabulary is carefully selected and the words are repeated often enough for mastery.

To stimulate interest in reading, contests were held in the various grades. In addition to the books in our school library, books were secured from the public library. These were placed in the classrooms, and the children were encouraged to read them in their spare time. This is a help in keeping the exceptional child busy. In a second grade, a chart was made listing the name of each child in the grade. As a book was finished, a miniature book (a tiny fold of colored paper) was placed next to the child's name. Better students helped the poorer ones. The teacher helped the slowest strugglers. Everyone was reading. It was remarkable to see how quickly the lines on the chart filled up. These second-graders made trips to the public library and secured their own cards. Each grade had its own device to stimulate interest in books.

Did all this help the reading in our school? Definitely it did. More children were reading. More children were interested in books. More homes were interested in the reading of their children. Twice per year reading tests were given; scores took a jump. Progress was being made. An interest in reading is bound to bring an improvement. Our experiment was worth the try.

Handwriting in Our Schools

*"Reading and 'Riting and 'Rithmetic,
Taught to the tune of the hick'ry
stick, . . ."*

No, in our Catholic schools there is not the tune of the hickory stick; there is rather the melody of the piper's reed. The children have caught the note of interest and enthusiasm for better writing from their teachers and are eager to become proficient in the middle R.

Have you ever discovered something important when you had set out to look for something else? We did, last December. We were centering our attention on spelling throughout the diocese. New spelling texts had been adopted which promised to give teacher and pupils a greater zest for spelling mastery. Yet when the ugly head of *e's* that were supposed to be *i's*, and *d's* that resembled *cl's* reared up at us from the spelling papers, we recognized the red herring across the track for what it truly was—not confusion in spelling but illegible penmanship. The capitals looked ashamed of themselves and the small letters were uncertain about their own identity. Our penmanship was very ill.

Decline in Penmanship

Our veteran teachers were distressed. In our progress, we had fallen from the hard-earned pedestal of good penmanship which Catholic schools had so long occupied. What caused this decline? The same force that has stifled so much creativity of thought in our pupils, the demand that the impossible be accomplished immediately, and that with a triple supply of minds to train, we must assign a triple amount of quiet work to facilitate instruction.

Pressure came upon us almost 30 years ago, when the soul of our country was filled with fear of what the great depression was doing to its citizens. This was the source of widespread insecurity that came to school every morning in the hearts of the children and affected their learning. Educators were trying new methods in reading; progressivism was playing havoc with formality in instruction, and penmanship too, was taught only as a need arose. Catholic educators, desiring to give our children the best in pedagogical procedures, scrutinized these trends and chose only those that were consonant with the true philosophy of education. We added

Sister Agnes Gonzaga, C.S.J.

Diocesan Supervisor of Schools
Diocese of Kansas City — St. Joseph

new subjects to the curriculum, but each addition meant less time for the teaching of the foundational three R's. Of the three, reading and arithmetic could not be sacrificed, since definite skills were involved which must be learned and strengthened in order to create a readiness for the more difficult work of the next year. Yes, it was pressure that squeezed penmanship out of its position of dignity and equality. We agreed with the educators to simplify the form of the letters in order to facilitate speed (we thought), since we had so little time to accomplish the required tasks. Gradually the period for the formal teaching of letter formation was absorbed in our ever increasing activities. Writing was a tool, but we were failing to teach the children how to use it. Our precise surveillance sloughed off into what is now termed "incidental" teaching, and with us, "incidental" teaching was ineffective.

This, of course, is a description of the general trend. If we were to peer into certain of the classrooms, we would be witness to scene after scene of outstanding heroism in the cause of good penmanship, where both Sisters and lay teachers took



Learning to Space the Letters.

— Photo, courtesy of the A. N. Palmer Co.

a lonely stand for neatness and legibility, beyond the call of duty. Possibly too, there was an ulterior motive of self-defense in the persistent and courageous efforts to brace the children against letter distortion and the desire to individualize their penmanship to the point of teacher distraction.

Aesop was not considering penmanship when he wrote, "United we stand; divided we fall!" But when we read of the hundreds of workers in our nation's offices, hospitals, and stores whose penmanship is the source of inconvenience as well as loss of time and money, we are fiercely determined to unite what forces we possess in training young hands in the skill that will be a blessing for the country.

Our Solution

Here is the story of how we attacked our problem, what we are doing now, and what we hope to do as the year progresses.

Last January, with snow on the ground and illegibility rampant in the schools, the only plausible and immediate action was a letter of direction to all teachers indicating the seriousness of our problem. We solicited their wholehearted co-operation in regard to these five cardinal points:

1. Blackboards must be lined for all teaching and practicing of penmanship.
2. Manuscript paper will be used in primary grades; other grades will use the regular paper. Paper with quarter-inch lines is not to be permitted in our schools.
3. Letters must be considered in thirds. Capitals and tall letters set the limits for proportion; d, p, t are two-thirds the size of capitals, other letters are one-third the size of capitals.
4. Slant and proper formation must be stressed and individualistic penmanship should be discouraged for the present.
5. As little written work as possible is to be assigned, but that little must be carefully checked.

Thus the inception of our program for better penmanship was a quiet, humble one, yet because we are working with dedicated teachers, this gentle call to arms was all that was needed to enlist each teacher and to inform her that she was aided and abetted by all the other teachers in the diocese in this drive for readable writing. Enthusiasm began to smolder, slowly but steadily and interested queries came to us from all corners of the field.



Samples of the Children's Handwriting.

— Photo, courtesy of the A. N. Palmer Co.

What system of writing is best? What workbooks would you suggest? Where can I get a good manual for teaching penmanship? What type of paper should we use? Is the straightness of manuscript causing the decline of good cursive writing?

Our permanent curriculum committee was not to be caught napping; dutifully, it examined and re-examined the wide range of writing books now on the market. Whatever text it chose, would be our basic tool and source of concentrated strength. We chose a well-established method, modernized and no longer enslaved by rows and rows of "oval-oval-oval, push-pull, push-pull, oval-oval-oval." In the newer books there are still a few oval and push-pull exercises to emphasize the component strokes in the letters, but the trend now centers on formation to ensure legibility. So our program received a four-star launching in September: new texts, an interesting demonstration on how best to use our texts, a definite number of minutes on our daily schedule for formal teaching of penmanship, and the use of three-section control paper suitable for third grade to be used not only for third and fourth grade throughout the year but also for Grades 5, 6, 7, and 8 for the first two months

of school. This last was an expensive item, since the paper was designed by us and printed especially for us, but it was our desire to impress formation and correct proportion simultaneously, in addition to correcting slovenly habits. The children, themselves, seemed to appreciate what it was doing for them. In mid-October, each grade was asked to send a set of spelling papers to the school office to begin a sort of student reference file. We shall add to this periodically, and at the end of the year, return it to the children, so that each child may see his progress.

Principles Adopted

At the end of October, we held two penmanship workshops, in order to learn the difficulties that the teachers were facing, and to ascertain whether we were agreed on our objectives. Our problem for workshop solution was: In Grades 5, 6, 7, 8, during September and October, we have achieved excellent results on the control paper; how can we assure successful transition from the control paper to the regular paper? A thought-line had been part of the workshop announcement, so that each teacher came prepared to discuss the various facets of the work that had been

done up to the present moment. Certain tenets were unanimous:

1. Penmanship must be a planned lesson. Each letter must be taught rather than copied.
2. Penmanship practice must be supervised.
3. Our primary aim is legibility, our secondary aim is *speed* without sacrificing legibility.
4. Each teacher must establish, with the help of the children, the reasons for good penmanship.
5. Each child must be taught how to criticize his own work. He must detect and correct his own deficiency to assure lasting results.
6. There are three important "P's" before the child begins to write:
 - a) Posture of child—are his feet touching the floor?
 - b) Position of paper—During writing, the left hand must serve as paper adjuster.
 - c) Pencil or pen holding—Index finger and thumb, one inch from point.
7. A plan for steady motivation is essential.

8. We are teaching a combination of the finger and muscle movement.

Combination Movement

Does the last point startle you? Here at the workshop, we maneuvered a rapid poll of all the teachers present who learned arm movement as children and earned their writing certificate. Some did; some did not. But of those who were trained in it, there were few who could say that their established habit of writing is that of pure arm-muscle movement. Expediency caused them automatically to adapt their method to the task at hand, resulting in the combination of finger and muscle movement. Further, it is true, that children do not have a clear concept of muscle movement; they go through the motions, but do not seem to make it part of themselves. Let us teach them to do well and comfortably what they'll do anyway, in spite of noblest efforts. Legibility is our goal, and if we may use our fingers for the finer strokes and our arm muscles for the larger sections of the letter, we shall reach our goal. Yes, even those whose muscles are stiff or only partly responsive to rhythmic motion can write legibly.

Height of Letters

In answer to the problem of smooth transition from control paper to regular paper, one of our Sisters suggested the use of both types of paper in the daily lesson. This would mean that in a twenty-minute period, control paper would be used for the first ten minutes. These steps would comprise the lesson:

1. Student checking on his own posture, position of paper, and pen holding.
2. Formal teaching of the letter with its difficult combinations.
3. Using the letter in a word and in a sentence to give meaningful drill to the element.
4. Student evaluating his own slant, proportion, formation, spacing, and alignment.

For the remaining ten minutes, this same procedure for the same letter would be repeated on the regular paper. A quick evaluation of both end results should close the lesson. Our method does not advocate the use of the whole space for the capitals, and it is just this point of "almost to the line" that covers a multitude of misinterpretations, which results in a variety of letter sizes. In working with different upper-grade groups, it was discovered that for successful practice on regular paper, each new line should begin with a capital or tall letter to establish the three-thirds proportion for the remaining letters.

Every gathering of teachers gives a re-

newal of strength and spirit to daily doers-of-the-Word. So too, as one teacher said, "I went home impatient for Monday, so that I could teach them all there was to know about how to write well." Though we are eager to do a good job, we know that just as Rome was not built in a day, neither can we expect that good penmanship can be gained in a short time. In patience, we shall best achieve our goal. There was handwriting on the wall in Biblical days, clearly and legibly written, but God had to inspire someone in the method of explaining its message to others. We know the mechanics of it, but our knowledge is worthless unless it can be shared.

Our Plans

What is in our plans for the remainder of the year? In general, we plan a continued interest in the work of every grade in every school and an alertness for new ideas that will be of help to our teachers. In addition to this, armed with the manual to West's *The American Handwriting Scale* and all the materials that are needed, we shall concentrate on about ten schools whose sixth grade and seventh grade are in the same classroom. These children, with their teachers as co-operating agents, will be the subjects of a normative-survey study. The experiment will study the reactions in quality and rate of writing of sixth graders and seventh graders to systematic daily penmanship lessons as individuals, and as class members. We shall study the possible advantages that one

year of maturity and muscular development exercises in the writing of the seventh graders in relation to that of the sixth graders. These particular schools were chosen, not only because these classes happen to be together but because of the fact that in a small school the low enrollment count, and in a large school the high enrollment count, which necessitates split grades, has caused these children to be in double or triple grade rooms, much of their school life. These children of all the children in our system would surely have the greatest need for an organized program and should give us an interesting picture of progress, all things being equal. There will be periodic testing of these groups in quality and rate scored according to the *American Handwriting Scale* and children will be given the results of each test so that they may graph their own results. They will be given simple rules for the evaluation of their own work, and certain motivating devices will be suggested to the co-operating teachers from time to time.

Our problems in handwriting are not different from the problems that beset other dioceses; our proposed solutions are not new or daring. We have a goal and a desire to reach it. Should anyone see a better plan in the not-too-distant future, it would be the height of charity to direct our sights to it. We pray that soon we need *not* use, any longer, the prayer of the beggar born blind, "Lord, that I may see" what these children *mean*, since I cannot *read* what they have written!

A Seven-Point Program for Catholic Press Month

**Sister M. Christina,
F.C.S.P.**

Sacred Heart Academy
Missoula, Mont.

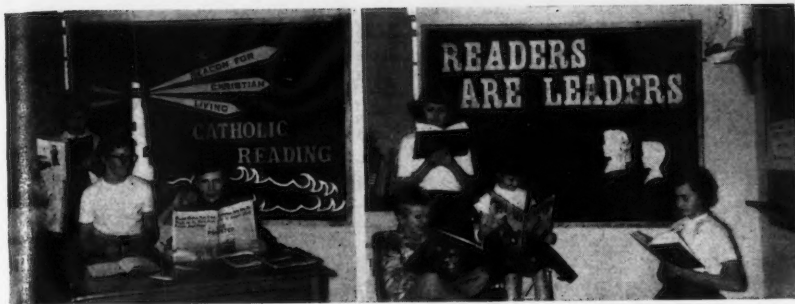
A seven-point program developing the chief objectives of the annual national Catholic Press Month campaign during February, 1956, was developed by the Young Citizens' Club of St. Raphael School, Glasgow, Mont. The program kept the club members, student body, the parents, and parishioners interested, active, and aware of the value of Catholic reading.

The Young Citizens' Club was selected to sponsor the Catholic Press Month program to foster an awareness that well-informed Catholic students are the citizens best enabled to contribute to the welfare of their church and country because of their better understanding of moral and civic obligations. The program was as follows:

I

Aim: To direct attention to the pre-eminence of the Catholic Press, its extended coverage and variety.

Project: A Catholic press contest, with questions drawn from the diocesan weekly newspaper.



Left: Members of the Young Citizens' Club of St. Raphael's School, Glasgow, Mont., peruse some of the Catholic publications solicited from publishers for their exhibit. Right: Youthful readers prepare to be leaders through the Catholic book unit of their Catholic Press Month exhibit.

Project: A Catholic press month display.

II

Aim: To emphasize the role of Catholic books in personal and community development (1956 Book Week slogan: Christian books . . . building minds for tomorrow").

Project: A Catholic book unit assembled in the school library.

III

Aim: To alert parents to the necessity of providing Catholic reading material within the home (1956 Catholic Press Month Slogan: "Catholic Press . . . Hallmark of the Catholic Home").

Project: A Catholic Press survey.

Project: A student report on the survey at the monthly meeting of the Home and School Association.

IV

Aim: To extend the influence of the Catholic press within the parish boundaries.

Project: Participation in the parish subscription drive.

V

Aim: To acquaint non-Catholics with the excellence of the Catholic press.

Project: Distribution of Catholic magazines and periodicals to local establishments and to the foreign missions.

VI

Aim: To integrate the Catholic press month activities with the regular scholastic program.

Project: Development of the techniques of press and editorial writing in English classes; book reviewing in reading classes; and story illustrating in art classes.

VII

Aim: To support the national press campaign with spiritual assistance.

Project: Daily prayers for the success of Catholic press editors, workers, and readers.

We Observed Bible Week

To give an accurate report on Bible Week observance in our classroom is to go back to September.¹ From the first week of school, a Confraternity edition of the Bible had a place of honor on the teacher's desk. As time went on, the relationship of the Old and New Testaments to the life of Jesus was

¹This observance was held during the week of February 6-13, 1955. The editors regret that we were unable to give it the attention it deserved at an earlier date. We hope that it may help other schools in the observance of Bible Week in February, 1957.

Sister M. Ignatius, S.N.D.

St. Mary School
Lawrence, Mass.

pointed out during the religion period. This made the children increasingly aware of the importance of the Bible. They grew familiar with its use by searching

for the Scripture texts in their Bible setting, as quoted in their regular course of studies, more especially in Christian doctrine. For example, one of the first Scripture quotations we met in the study of the Commandments was, "If you love Me, keep My Commandments" (Jn. 14: 15). What a joyous adventure it was for the child to locate that quotation in the Bible and to learn what came before and after it!

The Sunday Gospel and Epistle were often treated in the same way on the previous Friday. Soon the pupils were happily discovering that the Bible and the Mass are closely knit. And would you believe it? The Bible history textbook was losing its former charm. The children preferred the precious word of God directly from the Bible. Moreover, they were eager to read it for themselves.

Was it a disadvantage to have but one Bible available? No, indeed. It brought the reader to the front of the room. The attention of her classmates, who were eager for a turn, was centered upon her. It certainly gave her confidence.

The near approach of Bible Week aroused greater interest. This was evidenced by the following tentative program, which a committee of pupils directed by their teacher, mapped out after school:

PROGRAM FOR BIBLE WEEK

A classroom exhibit of Bibles
A collection of current Bible clippings
Biblical art projects
Compiling our "HIM" book
Student papers on the Bible
A Bible playlet

An important point was co-operation. Every girl—even one afflicted with laryngitis—desired a part in the observance of Bible Week. She was the "timekeeper" for our play!

The Bible Exhibit

The Friday prior to Bible Week, the group in charge of the exhibit brought in several Bibles, New Testaments, a Psalm book, and a copy of *Christ in the Gospels*. They arranged them attractively on a long table in front of the room. Our Lady's statue was given a prominent place overlooking the exhibit. At her feet, between two candles, lay a large beautiful open Bible. On the wall above, the girls printed these words: READ AND HEED THE HOLY BIBLE.

Then to stimulate Bible Week interest in the family, as well as in the classroom, the following challenging questions were written on the blackboard, to be checked at home:

1. Is there a Catholic Bible in my home?



Bible Week observance of seventh grade children at St. Mary's, Lawrence, Mass. The school is staffed by the Sisters of Notre Dame.

2. Does it have a place of honor there?
3. How often is it read in the family?
4. Have I ever read one of the four Gospels throughout?

Cards were distributed. The questions were copied, checked, and returned unsigned the next day. The results were illuminating! In a class of 43, six had a Bible. Some thought that the priest's Breviary was the Bible.

Quotations From Scripture

The girls busy with the second project designed twin bulletin boards, upon which they assembled the interesting Bible clippings collected by class members. One clipping had a particular attraction. It explained the mottoes of some great men and institutions. The motto of Our Holy Father Pope Pius XII was one, "The Work of Justice Shall be Peace," found in Isaias, Chapter 32, Verse 17. The coat of arms of our beloved Archbishop Cushing was another, "That They May Know Thee," taken from St. John, Chapter 17, Verse 3.

The picture of the Seal of the City of Boston, with its Biblical inscription, captured everyone's attention. Eyes, glowing with the pride of new achievement checked the Scriptures to find the words, "The Lord Our God be with us as He was with Our Fathers, in the Third Book of Kings, Chapter 8, Verse 57.

Biblical Art

The art group, with pen and brush, were enthusiastic to inspire others to read and enjoy "God's Letter to His Children." So, with borrowed lettering pens, they set to work designing Bible posters, mot-

toes, maps of Palestine, and a project on the Commandments. Others chose to paint biblical scenes and characters. Two of these paintings, "Moses Receives the Commandments" and "The Woman at the Well," won prizes later, at the Diocesan Art Fair held in the Museum of Fine Arts in Boston.

Our "Him" Book

Compiling our "HIM" Book was an activity of general interest. The project was somewhat of an autograph book in style. It consisted of a collection of favorite memorized Bible selections to which each girl signed her name.

Each morning during Bible Week, those who had memorized direct quotations of our Lord recited them during the religion period and gave the source; for instance, "I am the Good Shepherd: and I know Mine and Mine know Me," according to St. John, Chapter 10, Verse 14." The completed book, which lay on the exhibit table was fingered lovingly by the students during the days of Bible Week.

Sparkling Student Papers

The Mass and the Bible
The Symbols of the Four Evangelists
The First Printed Bibles
My Family and the Bible

These were some of the titles suggested for composition assignments—the aim being "to bring the message of the Bible into the home." In point of fact, nearly all the projects, although discussed in class, were done largely at home.

One title, "My Family and the Bible," revealed striking incidents of Bible Week

in their homes and elsewhere. One student reported that her homework assignment influenced her father to purchase a Bible for her. Every night after supper he read long passages to the family, beginning with Genesis. Later, he remarked that he never realized the Bible could be so interesting. This proves the statement of a brilliant biblical scholar, "Knowledge of the Scriptures leads to love of the Scriptures and love of the Scriptures leads to love of Him around whom they revolve."

Another pupil told about the family search for the Bible. The attic trunk held this treasure carefully preserved in mothballs! Its discovery absorbed the family to such an extent, that all the members joined her in the homework assignment.

An interesting experience was related by a third girl. She was touring the State House with the Girl Scout Troop. They were shown the room displaying various emblems and coats of arms. She asked to see the Seal of the City of Boston, "Because," she informed the Capitol officer, "its inscription, 'The Lord our God be with us, as He was with our fathers' was taken from the Bible." He seemed surprised and pleased to learn this.

Closing Bible Week

Friday, February 11, Feast of Our Lady of Lourdes, was the day! The classroom furniture had been rearranged for the dramatization of our Bible play and for the closing of Bible Week.

The Diocesan Office had sent a Bible playlet. To add a note of originality, we wove into the structure of this play some of the fine suggestions sent out by the Bible Week Committee:

1. The Imprimatur, and the indulgence granted for reading the Bible, explained
2. An oral theme entitled: "St. Jerome, the Greatest Biblical Scholar"
3. The recitation of memorized Sunday Gospels
4. Choral reading of favorite Psalms
5. A panel type of Bible quiz

To make Our Lady's Day memorable, one girl delivered eloquently, the beautiful Epistle for the Feast of the Immaculate Conception taken from Wisdom, Chapter 8, Verses 22 to 35. This was followed by the Magnificat chanted antiphonally by the class. The grand finale was the singing of the lyrical Gregorian motet, The Ave Maria, by the entire class.

The following week, a pleasant surprise awaited the Released Time class. Instead of the customary catechism lesson, they sat spellbound as our seventh graders dramatized especially for them, our Bible play.

Children's Crusade Against Delinquency

Would you teachers like to organize in your classrooms a movement which will inspire your pupils to correct their own faults? Yes, it can be done. It has been done in many schools for thousands of children, by encouraging boys and girls to practice devotion to the Boy Saviour.

Our Holy Father, Pope Pius XII, recognizing as one of the major evils of our day the fact that children are failing in obedience to lawful authority, reverence to their parents, and kindness to their companions has asked them to practice devotion to the Boy Saviour and to take Him as their Model, because He was obedient to lawful authority, reverent to Mary and Joseph, and kind to His companions. His Holiness added, "I wish this devotion to be practiced not only in America, but in every part of the Catholic world."

Endorsed by the Popes

As far as we know, the devotion was started by Rev. William H. Walsh, S.J., in the year 1884. Not yet a priest, but in charge of various schools, he introduced the Boy Saviour Devotion in the grammar school of St. Francis Xavier, 30 W. 16 St., New York City, and at St. John's grammar school, Fordham. Later, he introduced it with the same success at the Italian mission school of Our Lady of Loretto, 303 Elizabeth St., New York City. It was brought to the attention of Rome in 1923. The then Holy Father, Pope Pius XI, promptly gave his approval, and added that the devotion was to be for both boys and girls, because the Boy Saviour is the model for all.

After Father Walsh's death in 1944, the spreading of the devotion was entrusted to Rev. Anthony Russo-Alesi, S.J. He has organized it into Boy Saviour Clubs for Grades I, II, and III; the Boy Saviour Cadet Corps for Grades IV, V, and VI; and the Boy Saviour Regiment for Grades VII and VIII. His work has met with amazing success. The devotion has spread, not only throughout the United States, but into Canada, Mexico, South America, the Philippines, the British West Indies, Africa, Australia, and several European countries. The desire of Pope Pius XII is being realized.

A Channel of Grace

Father Russo-Alesi knows why this devotion has spread so rapidly. So do the

Boy Saviour Reporter

Sisters, priests, and other leaders of youth who have presented it to their charges. The change in children's behavior is so marked that the directors realize that God's grace is the power at work. The Boy Saviour Devotion is the channel through which He has chosen to pour His grace into the thirsting souls of boys and girls. It is God's remedy for one of the major evils of our time.

Practicing this devotion is as simple as was the life of the Holy Family at Nazareth. Young people accustom themselves to think of our Lord as a Companion and Friend of their own age. They remember that once He really was a Boy. He played games, He studied, He helped Mary and Joseph at home. True, He lived in another country, in a different era. He played in robes; His hair was long. But had it been God's will to place the Redemption in this time and country, Jesus would have been playing in dungarees; He might easily have had a "butch" haircut. He was a real Boy. He had to grow up, and adjust to the physical and emotional changes of adolescence, even as do today's boys and girls. He lived a very ordinary life during His growing years. Yet this Boy, living so unimportantly at Nazareth, was God Himself, leading a perfect life, and leaving to children of every age a perfect example of how a child should live.

Letters From Teachers

The wondrous spiritual growth of boys and girls who follow the Boy Saviour is acknowledged many times over in the letters which pour in to Father Russo-Alesi daily. Let me share some of his mail with you. From Chicago, Sister Mary Josine, B.V.M., writes: "The Sisters who are using your ideas are so happy with the results. To me, it is the only solution to our problem—if we can teach them to follow the example of the Boy Saviour, all will be well."

Sister Mary Hilda, O.S.F., Joliet, Ill., tells Father: "It has wrought wonders in our school. Parents have lauded this movement as the greatest aid in child training at home. After hearing the results, we determined to do more in spreading the movement to other schools. The following

schools requested information during the past week. Will you kindly send them information?"

Mother Maris Stella, S.B.S., from Philadelphia, sent Father a letter she had received from one of her Sisters in Baltimore. The pertinent excerpt reads: "I wish to thank you, Mother, once again for a real treasure you have sent me—the plan for the Boy Saviour Club. It has been used for several months now, and really helps a lot, both the teacher and the children. How much easier it is to have children do things as a member of a regiment instead of doing them because they have to. Indeed they are their own disciplinarians. At the same time, they are preparing themselves for future life better than we might ever do trying to help them."

This sister has expressed very clearly what the Boy Saviour Devotion does for children. They begin to correct their own delinquency, motivated by love for the Boy Jesus, their Companion at work and play, the Captain of their regiment.

To Organize a Group

To begin a Boy Saviour group in your own classroom, you simply display on a bulletin board some pictures of the Boy Saviour, show a few pins and prayer cards, and permit any interested children to remain after school when you'll tell them all about it. Let's assume that you teach fifth or sixth grade. You tell these children how once Jesus was their age (10, 11, 12). He had to get dressed; He had to do chores; He had to study; He had friends, both boys and girls, with whom He played. He wants to be the friend of every boy and girl in the classroom today. He is with them when they study and when they play. He wants to be their Leader, so that they will be able to study better, and get more fun from their play, too. So you are going to organize a Boy Saviour Cadet Corps for the friends of Jesus in your classroom. Anyone interested may try to become a member. A period of probation precedes membership. During this period, the child must: (1) correct one bad habit, e.g., not shining his shoes, keeping an untidy desk, talking out in class; (2) must perform a good deed daily for the Captain, the Boy Saviour, e.g., opening the door for a classmate, controlling one's temper, doing an errand willingly; he (or she) will write the good deed on a slip of paper, and put it

in the good deed box in front of the Boy Saviour bulletin board every morning; (3) each candidate must attend meetings and receive Holy Communion on the days appointed.

Children wishing to become cadets should hand in their names to the teacher, who will pin them to the Boy Saviour bulletin board. These "cadets on probation" will recite the pledge of allegiance each morning after prayers:

"I pledge allegiance to the Boy Saviour, my Captain, and I promise obedience to lawful authority and kindness to my companions so that, growing in years, I may also grow in grace before God and men. Dear Boy Saviour, bless Your cadet's behavior."

The names of the cadets on probation remain on the bulletin board during the probation period if they continue to perform the three requirements. At the end of the period, the boys and girls who succeed are received into the Boy Saviour Cadet Corps. They are called to the front of the room; a hymn is sung; the teacher or guest speaker gives a short talk on the Boyhood of Christ; then the teacher says: My dear boys and girls, before admitting you into the Boy Saviour Cadet Corps, I must ask you the following questions:

1. Will you try to obey your parents in imitation of the Boy Saviour who obeyed Mary and Joseph? Answer: Yes, we will.

2. Will you try to do one good deed daily for love of the Boy Saviour, your Model? Answer: Yes, we will.

3. Will you wear daily the button of the Boy Saviour, receive Holy Communion on the days appointed, and observe the rules of the cadets? Answer: Yes, we will.

The teacher distributes the Boy Saviour cadet buttons and pictures. It is impressive if the buttons can be blessed in the presence of the children with this formula:

"Almighty and Eternal God, who has permitted images of the Boy Saviour to be carved or painted in order that, beholding them, we may be led to imitate His virtues, deign to bless and sanctify them, and grant that whoever humbly invokes Him before them may obtain, through His merits, grace in this life, and eternal glory in the life to come, through Christ, our Lord, Amen."

The new cadets, wearing their ribboned buttons, recite the pledge of allegiance to the Boy Saviour. Everyone sings, "Holy God We Praise Thy Name," and the cadets return to their seats.

From now on, you hold regular meetings; names of new cadets on probation will be appearing on your bulletin board; some of your cadets will lose the privilege of wearing their buttons for some lapse



Imitating the Boy Saviour in bringing flowers to His Blessed Mother.

in conduct or studies (but they'll get them back again!); and, through your classroom, you will see the result of eager devotion and true zeal. Conduct and work will improve; and you will be privileged to observe the tremendous impact of grace which God has seen fit to impart through this Boy Saviour Devotion in answer to this generation's crying need.

What Parents Say

Would you like to hear some comments made by parents of children belonging to Boy Saviour groups? Here are a few:

"The Boy Saviour Club is a good thing for both parents and children. Just a mention of the Boy Saviour is enough to get my child back on the right track."

"I cannot praise the Boy Saviour Club enough. It has had its effect on the whole family."

"Since Michael joined the Boy Saviour Regiment, he has the whole family saying grace before and after meals; a practice my wife and I never began, although I see now, we should have."

"Jim no longer accepts money for washing the car on Saturdays. He says Jesus never took any pay for helping St. Joseph. He's comparing me and St. Joseph, Sister!"

Help in Organizing

It is easier now than formerly for a teacher to organize a Boy Saviour group in her class or for a principal to organize them for the whole school. Father Russo-Alesi, in response to requests and suggestions from pioneer leaders in the field, has prepared a great deal of material for you. He has booklets outlining organization in every grade and containing detailed plans for many meetings. From him, you can get your Boy Saviour buttons, prayer cards, hymn books, and pictures. There are large pictures in color to hang in your classroom. You may purchase a very attractive banner of gold, blue, and white, bearing a picture of the Boy Saviour pointing to the Fourth

Commandment. There are certificates of merit to present yearly to every member who has "observed in a satisfactory manner the regulations of the Boy Saviour Club" (or Cadet Corps or Regiment). There are handsome diplomas to be awarded at the end of third, sixth, and eighth grades to members who are advancing from Club to Cadet Corps, Cadet Corps to Regiment, or Regiment to following their Captain wherever He may lead. There is a beautiful film strip, accompanied by records, which depicts, in color and sound, scenes from Jesus' boyhood. You see Him at work in the carpenter shop, playing with other boys and girls, currying the donkey. After each Boy Jesus picture, there appears a scene of a modern child doing the same sort of thing that Jesus did.

Original Ideas

No reporter who has access to Father Russo-Alesi's mail could do an article on the Boy Saviour Movement without mentioning, in respectful wonder, the marvelous ingenuity of the teachers who have pioneered in this movement. We salute the Sister who correlated a whole term's work to the Boy Saviour theme, producing a class scrapbook with art, compositions, and poems gathered together under the title "Our Way of Love." We doff our hat to the instructor of the class which publishes a newspaper, "The Boy Saviour News." In addition to regular school news, this paper contains reports on activities of the Boy Saviour groups, and original essays and poems in which the children express their own ideas for following their Captain. To mention all the excellent methods employed by our Boy Saviour directors would fill a volume. Indeed, it is at the suggestion of an enthusiastic sister that this article is being written for the CATHOLIC SCHOOL JOURNAL. Spurred on by the spirit the Boy Saviour gave to her own pupils, and not content with contacting every nun she knew, she wrote to Father Russo-Alesi: "You really ought to do something. Father, to make this project better known. The CATHOLIC SCHOOL JOURNAL would be a wonderful means of spreading the news."

Father has followed her suggestion, and is hereby spreading the news. May the Boy Saviour inspire each teacher who reads these lines to give to her children this wonderful opportunity to lead their lives in imitation of Jesus, and to give to herself the pleasure of watching her pupils correct their own delinquency under the gold and white and blue banner of the Boy Saviour. For further information, write to: Rev. Anthony Russo-Alesi, S.J., The Boy Saviour Youth Movement, 44 Second Ave., New York 3, N. Y.

St. Valentine Mission Playlet

As the curtain opens, a group of children is engaged in a singing game. We used, "Who Will Be My Valentine?" singing it to the tune of "Mary Had a Little Lamb."

For the game: Boys and girls, any number, are partners forming two straight lines facing each other. Boys walk to partners and back, singing:

"Who will be my Valentine, Valentine, Valentine,
Who will be my Valentine, Valentine today?"

Girls walk to partners and back, singing:
"I will be your Valentine, Valentine, Valentine,
I will be your Valentine, Valentine today."

Upon completion of the song, partners join hands and skip in a circle while the music plays. The group stops playing as Kathleen walks in, carrying a large sheet of paper and a mite box.

KATHLEEN: There! Won't Pat be surprised when he hears me spell it? I can write it too! *[She seats herself at a small table and spells aloud as she writes the name of St. Valentine and holds it up for all to see. She rises, tucks the paper under her arm and starts to walk off the stage.]*

CHILDREN: Kathleen, what have you? Where are you going?

KATHLEEN: It's the name of St. Valentine. My brother bet me ten cents I couldn't spell it. I'm on my way now to collect.

ANTHONY: I don't think that's so wonderful! Do you *know* anything about St. Valentine?

KATHLEEN: No-o-o, not too much.

ANTHONY: Well I do.

ALL: So do I.

KATHLEEN: Well, bright stars, what do you know?

JANE: St. Valentine was a holy priest who lived in Rome.

DEBORAH: He was very kind. Everyone loved him.

KATHY: He always had goodies in his pockets for little children.

MARILYN: Everyone loved Father Valentine. I do too.

MARSHA: He was especially kind to sick people.

HAROLD: When Father Valentine was too old and sick to visit the sick he sent them little get-well cards.

Sister M. Noella, C.S.J.

St. John School

Beloit, Kans.

ELIZABETH: After Father Valentine died people missed him very much.

DIANE: They liked to think of him, so they began to send get-well cards to each other.

MARIE: And called them "Valentines."

PAULA: We know a song about Valentines. *[Group sings, "Jesus Dear, Will You Be Mine?" from Father Francis' "Songs for the Year."]*

KATHLEEN: I almost forgot about my pennies. Pat ought to make it a quarter now.

ANN: Yes, Kathleen, you'll need a quarter if we help you spend it.

KATHLEEN: No, thanks, I don't need any help. It's all going to the mission box.

JAMES: Well, if that isn't just like a girl.

JOHN: Ah, c'mon, boys can be little missionaries too. Here are my pennies. *[He places his pennies in the mite box for the ransom of pagan babies. Everyone donates pennies, then sing, "Holy Childhood Hymn" by Sister M. Claudia, L.H.M. They all kneel facing the Holy Child statue as the curtain closes.]*

Books Have Feelings A Play for Primary Grades

Sister Francis Regis, S.S.J.

St. Canice School

Pittsburgh 10, Pa.

Costumes may be made from large pieces of cardboard cut and painted to look like books. Print titles in large letters and place an opening for one hand so the cardboard book may be held in place with only the children's legs visible.

CHARACTERS *[Storybook Friends]*: St. Dominic Savio, Red Riding Hood, Little Boy Blue, Peter Rabbit, Donald Duck, Big Bad Wolf, Naughty Girl, Good Book Fairy.

RED RIDING HOOD: O Boy Blue, how happy we shall be in this beautiful school! Aren't you glad the book seller sent us to St. Canice?

BOY BLUE: Yes, Red Riding Hood, the boys and girls will be good to us here. Catholic children are always careful with their books.

ST. DOMINIC SAVIO: Yes, they know it is a serious thing to destroy school property.

BAD WOLF: We really are lucky to be

at St. Canice School. No one will bite my ears or chew my back, here, Red Riding Hood. Why Peter Rabbit, why are you all crumpled up in the corner like that?

PETER RABBIT: You'll soon know if you stay in this room. My back is nearly broken. This used to be a nice room, but not any more.

BOY BLUE: Poor Peter, did they chew your ears?

PETER RABBIT: Yes, and that's not all. They marked all over my pretty pages with horrid old crayons and I'll never be able to get it off.

BAD WOLF: Why didn't you groan real loud so Sister would hear you? She would save you from those naughty children.

PETER RABBIT: Well, I couldn't groan because a boy chewed my ears and a naughty girl sat on me so hard that I couldn't even breathe. Oh, my back! My aching back!

DONALD DUCK: Yes, and someone stepped on me, too.

[Naughty Girl enters, repentant.]

NAUGHTY GIRL: Oh, you poor, poor books! I'm so sorry. I am the girl who treated you so badly. Please forgive me. I'll never do it again. Sister always told us to be kind to our storybook friends but

I didn't listen. Please give me one more chance and I'll promise to be so good. I'll keep you clean and put you in your place upon the shelf.

ST. DOMINIC: Yes, let's give her another chance, but remember little girl, books have feelings, too. God wants you to obey Sister and be kind to your storybook friends.

NAUGHTY GIRL: Thank you! Thank you! dear Storybook Friends. I'll do my very best to make you happy here at St. Canice School because books are our very best friends.

Now if you will all hop up on the shelf, I have a surprise for you.

[Books hop back in a straight line — Good Book Fairy dances in.]

FAIRY: Greetings, my little Storybook Friends! I'm the Queen of Good Book Land. How happy I am to be here! You are my very special friends because you are God's helpers. You are helping God by filling the minds of children with kind and happy thoughts. Work hard now and when you are old and wrinkly I will take you to the paper mill where old books are made new again. I will fill your pages with lovely angels and stories that will delight every little boy and girl in the world. Good-by now, my dear Storybook Friends. Work hard until I come again.

[Fairy dances out. Little girl pats each book gently, picks up her doll, sits down and goes to sleep. Books bow and nod when patted and settle snugly on shelf.]

"See my pure heart on fire with God's love."

SOLO:

O Mary, the fairest, O Mary, the purest —
O Mary, the Queen of the world — and my heart!

C:

"The world is sin-weary
And there will be war —
Make sacrifices for sinners — say Rosaries for all!
My Son is not loved —
My heart is not known —
Awaken, my children, God's will must be done!"

SOLO:

O Mary the fairest, O Mary, the purest —
O Mary, the Queen of the world — and my heart!

A:

She blessed them — and left them —
That radiant day —
Her words came, re-echoing: "Do penance and pray!"

B:

"Now is the hour —
The time is so short;
Give your whole self to the Immaculate Heart."

C:

Make your heart an altar,
And there your love give —
That sinners — and all men — *Through Mary* — may live!

D:

*O Mary, the fairest, O Mary, the purest —
O Mary, be Queen of the world — and my heart!*

A Marian Choral Reading for Third Grade

Children in choral reading groups are delighted to have themselves likened to an orchestra, in which their voices are the instruments. And as a subject, few are so appealing to this age group as that of Mary, our Mother.

Because the vocal quality has little variation in lower grades, for the following choral reading the class can be divided into a boys' group, a girls' group, and a third group composed of both boys and girls. One solo voice is required. One plausible arrangement might be: Group A — girls (flutes and violins) on one side of a shrine to our Lady; Group B — boys (trombones and baritones) on the other side; Group C — boys and girls combined (horns) to the center of the stage or platform, and the solo voice standing beside our Lady at the shrine, perhaps elevated a bit; Group D indicates the entire group or the full orchestra.

Queen of My Heart

[Organ music or humming of "Immaculate Mary" is heard in background as curtain rises.]

A:

Meadows were bright
With budding delight,
When Mary came down to Fatima town.
Soft May-winds blowing,
She came tip-toeing
Her lovely young face alight with God's grace.

SOLO:

O Mary, the fairest, O Mary the purest —
O Mary, the Queen of the world — and my heart!

Sister M. Bertrand, Ad.P.P.S.

All Saints School

Wichita 17, Kans.

B:

Three children were kneeling
As Mary came stealing
To earth with God's message of love.
And secrets she told them —
Great mysteries showed them —



Exhibit at the annual book fair at St. Peter School, North St. Paul, Minn. Sisters of the Third Order Regular of St. Francis, of Rochester, Minn., are in charge of the school.

Recent Books for Classroom and Library

CATHOLIC PRESS MONTH

For the past 23 years the *Catholic School Journal* has issued an annual Schoolbook and Library number. We choose the February number for this special issue in order to help our readers to observe Catholic Press Month and Catholic Book Week (February 17-23). This is our 24th annual Schoolbook and Library number.

RECENT BOOKS

The following list of books, compiled by the editorial staff of the *Catholic School Journal* consists primarily of textbooks, library books, and reference books which have been published originally or in revised edition during the past year or are announced for publication in the spring of 1957.

A PUBLISHERS' LIST

Our information about these books is derived, for the most part, from publishers' announcements. Many of the books the editors have not examined. While we have used our judgment in selecting titles, the listing of a book

is merely to call your attention to its appearance — not at all a recommendation. If the title or brief description interests you, order a sample copy. Publishers are glad to give you a chance to examine new textbooks and most of them will send library or trade books on approval.

OTHER BOOK LISTS

Some of the standard book lists and general catalogs available are mentioned in this list under the heading "For Librarians." The book-review columns in the monthly issues of the *Catholic School Journal* during the school year present more detailed information on books which we have found it possible to review within the space available. Other Catholic and secular magazines, reviews, and newspapers, particularly literary and educational journals, contain a wealth of information about new books.

In the following list of books, the name of the publisher is given, usually abbreviated. At the end of the list of books is a complete list of the publishers represented with their addresses.

GRADES I TO VIII

ARITHMETIC

Understanding Numbers

By Sister Angelica, S.S.J. Laidlaw.
Step by step number program for gr. 1 & 2.

Using Mathematics

By Henderson & Pingry. McGraw-Hill.
Gr. 7, \$2.96; Gr. 8, \$2.96; Gr. 9, \$3.36. Problems of universal interest; meaningful approach taken.

Arithmetic We Need

By Bushwell & others. Gr. 3-8. \$2.32 each. *Workbooks*, 76 cents each. Ginn.
Simple style throughout.

Seeing Through Arithmetic

By Hartung & others. Scott-Foresman.
Gr. 3-5. Pictorial explanation of problem solving and processing. Teaching guides available.

Numbers at Work

By Patton & Young. Gr. 3-8. \$2.40 each. Iroquois.
Meet the Number Family (gr. 3); *Learning to Use Numbers* (gr. 4); *How Numbers Work* (gr. 5); *What Numbers Can Do* (gr. 6); *Numbers In Your Life* (gr. 7); *Numbers for Everyone* (gr. 8). Basic material and its application to life emphasized.

Essential Mathematics Series

By Fehr & Schult. Heath.
Book 2, *Arithmetic in Life* (gr. 8), \$3.16. Stresses teaching for meaning. Teacher's manual available.

ARTS AND CRAFTS

Rainbow Book of Art

By Thomas Craven. \$4.95. Nobel & Nobel.
Profusely illustrated history of the art world.

Crafts for Home and School

By Grimm & Skeels. \$2.95. Bruce.
Forty-four projects for children seven years old and up.

ENGLISH

Choral Speaking Is Fun

By Raubichek. 75 cents. Nobel & Nobel.
Short choral speaking poems.

Prose and Poetry — Adventures (5th ed.)

By Iverson & McCarthy \$3.80. Singer.
Anthology for gr. 8. 1957 revision.

Prose and Poetry — Journeys (5th ed.)

By Iverson & McCarthy. \$3.76. Singer.
Anthology for gr. 7. 1957 revision.

Words Are Important

By H. C. Hardwick. 35 cents. Hammond.
Workbook for word study; vocabulary improvement and spelling.

Junior English in Action (6th ed.)

By Tressler & others. Heath.
Book One (gr. 7), \$3; Book Two (gr. 8), \$3; Book Three (gr. 9), \$3.24. Training in all communications arts. Practice books and a teacher's manual available.

Living Your English

By Colton & others. Heath.
Gr. 7, \$1.28; Gr. 8, \$1.28. Slow learner's composition texts. Teacher's manual available.

English Is Our Language (2nd ed.)

By Sterling & others. Heath.
Basal language series for gr. 3-6.

The Good English Series (Gr. 2-8)

By Shane & others. Laidlaw.
A highly motivated program. 1956 edition.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

The Road to Health

By Jones & others. Laidlaw.
Gr. 1-8. Balanced program of physical, mental, emotional and social health.

MUSIC

Think and Sing

By Justine Ward. \$1.50. Catholic Education Press.
Children's song manual. Revised. Gr. 4.

Complete Music for the Restored Holy Week Liturgy

McLaughlin & Reilly.

Abridged Edition of the Pius X Hymnal

85 hymns in medium-low keys. McLaughlin & Reilly.

That All May Sing — Lesson Plans

By Sister Rose Vincent, S.L., \$2.30. Catholic Education Press.
Music lesson plans for 30 weeks. Teacher's guide, \$3.10.

Sing, Catholic Youth

By Mytych & Jusko. \$1. Ralph Jusko editions.
Hymns and motets arranged for the changing boy voice.

We Sing and Praise

By Sister Cecilia, S.C. & others. Ginn.
Basal instruction in sacred music. *We Sing and Play* (kindergarten & gr. 1); *We Sing and Listen* (gr. 2); *We Sing and Dance* (gr. 3).

PENMANSHIP

Our Eighth Grade Writing Book

50 cents. Nobel & Nobel.
Revised 1956. Handwriting exercises correlated with Catholic teachings.

Handwriting in Action, Grades 3 & 4

Correlates handwriting with other school subjects. \$1. & 75 cents. Zaner.

Palmer Method Writing

Following are from the A. N. Palmer catalog:
Show Me How to Write. One book each for grades 1 to 4 incl., each 20 cents; and *Teachers Guide*, 40 cents. These are for manuscript writing.
Manuscript Writing the Easy Way, by Bronson. \$1.50.

Manuscript Workbooks, each 25 cents.

Cursive Writing Textbooks are in a 4-book or 8-book series. Each book in the 8-book series is 20 cents. *Teacher's Manual* 50 cents.

Send for catalog of "Handwriting Textbooks and Supplies" — A. N. Palmer Co.

READING

Literary Readers

Gr. 1-8. Ginn.
Selections from classics. *A Book of Joy* (gr. 1-3), \$4.; *A Book of Gladness* (gr. 4), \$2.36; *A Book of Kindness* (gr. 5), \$2.36; *A Book of Valor* (gr. 6), \$2.36; *A Book of Fortitude* (gr. 7), \$2.48; *A Book of Friendliness* (gr. 8), \$2.52.

Sheldon Basic Reading Series

By Sheldon & others. Allyn & Bacon.
Basal readers. *Readiness Books I & II*, 76 cents;
Pre Primers 1, 2 & 3, 56 cents, 64 cents & 68 cents.
Senior Pre Primer, \$1.44; *Primer*, \$1.64; *First Reader*,
\$1.76; *Gr. 2: Books 1 & 2*, \$1.96; *Gr. 3, Books*
1 & 2, \$2.24; *Gr. 4, 5, & 6*, \$2.44, \$2.52, \$2.52.
Workbooks available.

Outdoors

By Johnson & Poatgieter. \$2.20. Houghton.
Gr. 5-6. Reader on conservation.

The Catholic Messenger Series

Weekly classroom periodicals published by Geo. A. Pfau.

Our Little Messenger for gr. 1-3, featuring this coming year explanations of the Mass and sacred vessels and vestments; *Junior Catholic Messenger* for gr. 3-6. Will explain this semester symbols of the saints; *Young Catholic Messenger* for gr. 6-9. Offering soon a series on high school.

Treasure Chest a bi-weekly picture story magazine for all ages. A series of instructions on liturgy to be presented this semester.

Adventure Bound

Journeys Into America

By Jewett & others. \$3.68 & \$3.80. Houghton.
Anthologies to improve gr. 7 & 8 reading skill.

Reading for Meaning Series

By McKee & others. Houghton.
Basal reading for gr. 1-6. Revised 1957. *Getting Ready*, 72 cents; *Tip*, 60 cents; *Tip and Mitten*, 60 cents; *The Big Show*, 60 cents; *Jack and Janet*, \$1.52; *Up and Away*, \$1.56; *Come Along*, \$1.80; *On We Go*, \$1.80; *Looking Ahead*, \$1.96; *Climbing Higher*, \$1.96; *High Roads*, \$2.32; *Sky Lines*, \$2.44; *Bright Peaks*, \$2.44.

Faith and Freedom Reader

Edited by a Catholic University of America Committee. Ginn.

A new edition has been prepared for each of the following: *On the Road to Reading* (pre-reading) 72 cents; *Here We Come* (pre-primer I) 56 cents; *This Is Our Home* (pre-primer II) 60 cents; *Here We Are Again* (pre-primer III) 64 cents; *This Is Our Family* (primer) \$1.48; *These Are Our Friends* (first reader) \$1.60; *These Are Our Neighbors* (second reader) \$1.80; *This Is Our Parish*, (basic advanced second reader) \$1.80; *This Is Our Town* (third reader) \$2.04; *This Is Our Valley* (basic advanced third reader) \$2.04; *This Is Our Land* (fourth reader) \$2.24; *These Are Our People* (fifth reader) \$2.36; *This Is Our Heritage* (sixth reader); *These Are Our Freedoms* (seventh reader) \$2.48; *These Are Our Horizons* (eighth reader) \$2.52.

Catholic Basic Reading Program

By O'Brien & others. Scott-Foresman.
Parades, More Parades, Panoramas, and More Panoramas.

Fun for You (new ed.)

By Pratt & Meighen. \$1.44. Singer.
Pre-primer, ill. to motivate beginners. (A Sanborn publication). 1956.

Read Another Story (new ed.)

By Pratt & Meighen. \$1.60. Singer.
Reader for gr. 1. Sight vocabulary. (A Sanborn publication).

Long, Long Ago (new ed.)

By Pratt & Meighen. \$1.68. Singer.
Supplementary reader for gr. 2. Controlled vocabulary. 1956.

Easy Growth in Reading

By Hildreth & others. Winston.
Gr. 1-4 basal readers. High interest—low vocabulary.

RELIGION

Catechism in Stories

By Rev. Lawrence Lovasik, S.V.D. \$3.50. Bruce.
Revised edition containing new stories and titles relating it to the *Baltimore Catechism*.

First Books for Little Catholics

An important series of educational religious books for young children, published by the Catechetical Guild, has reached an over-all figure of ten million copies within four years. The series includes 34 first book readers and coloring books. A recent addition is a *First Picture Dictionary for Little Catholics* giving simple definitions of the terms children need to understand in order to learn their religion.

My Holy Mass With Jesus

By Sister Geraldine Marie, C.H.M. \$1. Publ. by the author at Ottumwa Heights College, Ottumwa, Iowa.

A missal for Grs. 1 & 2. With 44 illustrations and children's standardized vocabulary.

The Altar Boys' Ceremonial

By Rev. Joseph W. Kavanagh. \$2.50. Benziger.
A new edition including Holy Week according to the new rite.

SCIENCE

The New Understanding Science Series

By Dowling & others. Winston.
The New I Wonder Why (gr. 1), \$1.92; *The New Seeing Why* (gr. 2), \$2.20; *The New Learning Why* (gr. 3), \$2.28; *The New Explaining Why* (gr. 4), \$2.44; *The New Discovering Why* (gr. 5), \$2.56; *The New Understanding Why* (gr. 6), \$2.60. A child-centered series.

Science and Living in Today's World

Gr. 4, \$2.32; Gr. 5, \$2.52; Gr. 6, \$2.76; Gr. 7, \$2.96; Gr. 8, \$3.04. Doubleday.

A Catholic science, health, safety program. Teacher's manuals and keys available.

Our Scientific Needs

Gr. 7. 448 pp. \$3.48.

Our Scientific World

Gr. 8. 448 pp. \$3.64.

By Frasier & others. Singer.

General science exploring: living things, the human body, the earth, the universe.

SOCIAL STUDIES

Our Environment—Its Relation to Us

Our Environment—How We Adapt Ourselves to It

Gr. 7 & 8. Both revised by Paul E. Smith. \$3.36 & \$3.64. Allyn & Bacon.

Workbooks are available for both.

Rainbow Book of American History

By Earl Schenck Miers. \$4.95. Noble & Noble.
Epic story of America.

Our Neighbors Geographies

Published by Benziger in 1956-57. *Ancient Roads* (gr. 4), 60 cents; *Discovered Roads* (gr. 5), 60 cents; *Early Roads* (gr. 6), 60 cents; *Modern Roads* (gr. 7), 60 cents; *Present Roads* (gr. 8), 76 cents. Teacher's key to each book, free.

Our Neighbors Geographies

By Smith & others. Winston.

Gr. 3-7. Interdependence of people and social aspects of geography emphasized. Teacher's manuals available.

Our World and Its Peoples

By Kolevzon and Heine. \$4.84. Allyn & Bacon.
Geography abounding with human interest. Tests and workbook available.

America, Land of Freedom (2nd ed.)

By Hartman & others. Heath.
A social history with workbook and teacher's manual available.

I Play

A primer, 64 pp., \$1.60. 1957.

I Live With Others

Gr. 1. 128 pp., \$2.12. 1957

I Have Friends

Gr. 2. 192 pp., \$2.28. 1957

I Know People

Gr. 3. 256 pp., 1957
By Hunnicutt & Grambs. Singer.

A new social studies program for primary grades. Built-in teaching aids. Activities books and teacher's manuals available.

Civics for Young Americans

By Posey. \$3.40. Row Peterson.

Basic Social Studies Program

By Hanna & others. Scott-Foresman.
At Home, Primer; *At School*, Book I.

The World Around Us

By Zoe A. Thralls. \$4.20. Harcourt.
Map study well integrated.

This Is America's Story

By Wilder & others. \$4.40. Houghton.
1956 edition for gr. 7-8.

SPELLING

The Catholic School Spelling Series

By Rt. Rev. Monsignor C. E. Elwell, Ph.D. Laidlaw.

Easily adapted to different levels.

Spelling for Word Mastery

By Patton & Johnson. Textbook, \$1.20. Skilltext, 64 cents.
Provides listening, speaking and writing activities. Gr. 2-8.

Learning Words

By Fitzgerald & Fitzgerald. 48 cents each. Bruce.
"Catholic" spelling books for gr. 2-8.

Building Spelling Power

By Jean S. & Paul R. Hanna. Holt.
Textbook-notebook editions (gr. 2-8), 64 cents. Clothbound edition (gr. 2-3), \$1.28; (gr. 4-8), \$2.20.

I TO VIII LIBRARY

ARTS & CRAFTS

Stamp Collector's Guide

By Harry Zarchy. \$3.50. Knopf.
Helpful book for beginners.

BIOGRAPHY

Mozart

By Manuel Komroff. \$3. Knopf.
Ages 10-14.

Knight of Molokai

By Eva K. Betz. \$2.50. St. Anthony's.

Treasure of the Mohawks

By Teri Martini. \$2. St. Anthony's.
Story of Kateri Tekakwitha.

Young Girl of France

By Frederick Cook. \$2. St. Anthony's.
Joan of Arc's story plus short stories of St. Martin of Tours, St. Giles, St. Francis of Assisi, and Blessed Martin de Porres.

In the Land of Taboos

By James M. Darby, S.M. \$2. St. Anthony's.
The story of the boy saint, Peter Chanel.

Ride on the Wind

By Alice Dalgliesh. \$2.75. Scribners.
Lindbergh's story. Gr. 4-6.

The Story of Valentine

By Wilma Hays. \$2.50. Coward-McCann.
An unusual narration of St. Valentine's story.

The Childhood of Famous Americans Series

Each volume \$1.11. Bobbs.
The following are 1956 volumes in this series: *Boy Sailor: Matthew Calbraith Perry* By Scharbach; *Ernie Pyle: Boy From Back Home* by Wilson; *Jim Bridger: Mountain Boy* by Winders; *Jim Thorpe: Indian Athlete* by Van Riper; *Mary Todd Lincoln: Girl of the Bluegrass* by Wilkie; *Nathaniel Greene: Independent Boy* by Peckham; *Rachael Jackson: Tennessee Girl* by Govan; *Samuel Morse: Inquisitive Boy* by Snow; *Tecumseh: Shawnee Boy* by Stevenson; *William Henry Harrison: Young Tippecanoe* by Peckham.

Amerigo Vespucci

By Nina Brown Baker. \$2.50. Knopf.
For children ages 8-12.

Vision Books

Biographies for children 9-15. \$1.95 each. Farrar.
The following titles will be added in 1957: *Edmund Campion, Hero of God's Underground*; *Modern Crusaders: Our Lady Came to Fatima*; *The Bible Story: The Promised Land and His Coming*; *St. Augustine and His Search for Faith*; *St. Joan, the Girl Soldier*; *St. Thomas More of London*; *Mother Seton and the Sisters of Charity*.

As the Morning Star

By Jerome Wilms, O.P. \$2.95. Bruce.
Only recent biography of St. Dominic in English.

The Head on London Bridge

By Helene Magaret. \$2.95. Bruce.
Biography of St. Thomas More for ages 10-15.

The Twelve Apostles

By Katherine Wood. \$2.50. Kenedy.
Facts, traditions and beliefs about the apostles.
Ages 7-10.
Imprimatur.

The Poor Little Rich Man

By Sister Mary Julita, S.S.N.D. 50 cents. Bruce.
A portrait of St. Francis of Assisi. One of the
"Christian Child's Stories" for children 3-9.

FICTION**Little Kitten, Big World**

By Victor & Jeanne Baldwin. \$2. Morrow.
A day in the life of a Siamese kitten.

Little Pear and the Rabbits

By Eleanor Frances Lattimore. \$2.50. Morrow.
Re-appearance of a popular Chinese character.

Wyatt Earp: Gunfighting Marshall

By Ned E. Johnson. \$2.95. Messner.
How law and order were established in American
pioneer days.

The Flying Carpet

By Marcia Brown. \$3. Scribners.
Picture book with Oriental touch for gr. 3-4.

The Lost Dream

By Henry Chafetz. \$2.50. Knopf.
A fantasy for children 4-7.

Danny Dunn and the Anti-Gravity Paint

By Williams & Abrashkin. \$2.50. McGraw-Hill.
Science fiction for ages 8-12.

Buzz Wants a Boat

By Neil Anderson. \$2.50. Messner.
Gr. 2-4.

The Monkey of Crofton

By Eleanor Francis Lattimore. \$2.25. Morrow.
An organ grinder's monkey runs away.

Trappers of the West

By Fred Reinfield. \$2.75. Crowell.
Ages 12 and up.

The Queen's Gold

By Norma Youngberg. \$2.75. Morrow.
A boy's adventure story. Ages 10-14.

Boss Chombale

By Margaret Carson Hubbard. \$2.75. Crowell.
African adventure story. Ages 10-14.

Manhattan Island

By May Garelick. \$2.75. Crowell.
Big city life.

Children of the Covered Wagon

By Mary Jane Carr. \$3.50. Crowell.
New edition of a modern classic. Ages 8-12.

Old Charlie

By Clyde Robert Bulla. \$2.50. Crowell.
A youngster's horse story. Ages 7-10.

Where Is Everybody?

By Remy Charlip. \$2.25. Wm. R. Scott.
An easy reader for ages 4-8.

Straps the Cat

By Claudia Lewis. \$2.50. Wm. R. Scott.
Ages 4-8.

The Reindeer Twins

By Tompkins. \$2.65. Lippincott.
Adventures of two youngsters in the land of the
midnight sun. Gr. 4-6.

Mr. Charlie's Gas Station

By Hurd. \$2. Lippincott.
Gr. 1-3.

Flood Friday

By Lenski. \$2.50. Lippincott.
Based on the 1955 Connecticut floods.

Mystery of the Auction Trunk

By Honness. \$2.50. Lippincott.
Gr. 4-6.



Exhibit for Catholic Press Month, 1956, arranged by Sodalists at St. Mary's Cathedral School, Galveston, Texas. Dominican Sisters are in charge of the school.

Miracle for Mingo

By Forsee. \$2.65. Lippincott.
Life of an Indian boy in Ecuador.

Inside the Ark

By Caryll Houselander. \$2.50. Sheed.
12 short stories about children and animals.

Thomas

By Mary Harris. \$2.75. Sheed.
A little girl and a talking cat.

A Room for Cathy

By Catherine Woolley. \$2.50. Morrow.
A sketch of happy family life. Ages 8-12.

Red Falcons of Tremoine

By Hendry Peart. \$3. Knopf.
Adventures of a young knight in 12th century
England. Ages 10-14.

Claim Jumpers of Marble Canyon

By Rutherford Montgomery. \$2.50. Knopf.
A prospector's adventure story. Ages 10-14.

Five Cents to See the Monkey

By Marion Belden Cook. \$2.50. Knopf.
A monkey makes \$50. Ages 7-9.

What Does A Begin With?

By Nancy Dingman Watson. \$3 & \$2.50. Knopf.
An alphabet picture book.

A Friend Is Amie

By Charlotte Steiner. \$2.75 & \$2.25. Knopf.
A French and English girl overcome their language
barrier. Ages 6-9.

The Blue Mountain

By Beth Lewis. \$2.25. Knopf.
An Irish fairy tale about a prince seeking a wife.
Ages 7-10.

Ludi, the Little St. Bernard

By Norah Smaridge. 50 cents. Bruce.

The Cat in the Hat

By T. S. Geisel. Houghton.
First grade reader in verse.

Medicine for Wildcat

By Robert Riordan. \$2. Bruce.
A Wisconsin missionary's story. "Catholic Treasury
Book."

King Solomon's Mines and Allan Quartermain

By Haggard. \$1.80. Globe.
African adventure story for Gr. 6.

Rainbow Tomorrow

By Nicolette Meredith Stack. \$2.95. Bruce.
A young Philippine farm girl's faithful prayers for
better family relations are answered.

The Magic and the Sword

By Miriam S. Cox. \$2.88. Row Peterson.
Greek mythology for Junior high students.

Swiss Family Robinson

By Wyss. Adapted by Punkay. \$1.80. Globe.
Adaptation for 5th and 6th grade reading.

War of the Worlds and Time Machine

By H. G. Wells. Edited by Bunce. \$1.80. Globe.

The Little Tree

By Katherine Evans. 50 cents. Bruce.
Story of a tree which receives the honor of being
carved into a statue of the Christ Child. For children
3-9.

The Last Apostle

By Mother M. Eleanor, S.H.C.J. \$2. Bruce.
Fictionized biography of St. Paul. A "Catholic
Treasury Book."

Linda's First Flight

By Nancy Dudley. \$2. Coward-McCann.
An exciting airplane trip to New York.

Fun Around the World

By Frances W. Keene. Paper, \$1. Cloth, \$2.95.
Seahorse.
Stories of how children recreate in 60 different
countries.

Bright Banners

By Regina V. Hunt. \$2. Bruce.
A "Catholic Treasury Book" of adventure in the
Titus Oates affair.

Charcoal Faces

By Mabel Robison. \$2. Bruce.
A "Catholic Treasury Book" of Canadian historical
fiction.

RELIGION**Holy Week Manual for Servers**

By Walter Schmitz, S.S. About \$1. Bruce.
Complete instructions for various ceremonies.

Come to Mass

By Father Francis. 25 cents. Seraphic Press.
Study guide for children gr. 3 in using the missal.

When Jesus Came

By Rev. Gerald T. Brennan. 50 cents. Bruce.
The Christmas story in a child's language.

Toby's Shadow

By Rev. Gerald T. Brennan. \$2.50. Bruce.
Re-issue of popular biblical story of Tobias and
Archangel Raphael.

Keep My Commandments

By Father Francis. 30 cents. Seraphic Press.
Clever catechetical teaching aids.

Stories From the Old Testament
By Piet Worm. \$3. Sheed.
Covers the whole of Genesis.

SCIENCE

Penguins

By Louis Darling. \$2. Morrow.
Story of penguins for ages 8-12.

It's Fun to Know Why

By Julius Schwartz. \$2.50. McGraw-Hill.
Science book of safe, easy home experiments.

Through the Magnifying Glass

By Julius Schwartz. \$2.50. McGraw-Hill.
Lens experiments with plant and animal life.

The Tails Book

By Graham Carey. \$2.50. Sheed.
How 30 animals use their tails.

SOCIAL STUDIES

Princess Mary of Maryland

By Nan Hayden Agle. \$2.50. Scribner's.
True story of an Indian princess important in American history. Gr. 4-6.

The Travels of Marco

By Jean Merrill. \$2.50. Knopf.
Adventures of a pigeon touring New York city.

Maxie

By Virginia Kahl. \$2.50. Scribners.
How an Austrian dachshund conquers his "short leg" difficulties. Gr. 1-3.

The Mission Indians of California

By Sonia Blecker. \$2.25. Morrow.
Life of Southern California Indians before and after the arrival of the Spaniards. Ages 8-12.

Pirates Doll: The Story of the China Poblana

By Eula Long. \$2.50. Knopf.
Picture story of how Mexican national dress for girls originated.

A Carpet of Flowers

By Elizabeth Borton de Trevino. \$2.50. Crowell.
Story of Mexican faith.

The Night of the Hurricane

By Elizabeth Ladd. \$2.50. Morrow.
Fiction with lessons in human relations for ages 8-12.

We Live By the River

By Lenski. \$2.25. Lippincott.
Stories of boys and girls along the Ohio, Mississippi, and Pearl rivers. Gr. 1-3.

Kenny Visits the Hospital

By Julia Ann Bartosh, R.N. \$2.50. Exposition Press.
Fine picture story for hospital-fearing children.

GRADES IX TO XII

ARTS AND CRAFTS

Historic Costume

By Lester. \$4.50. Bennett.
Revised, 1957.

Watch Repair

By Kelly. \$4.95. Bennett.

Mechanical Drawing

By French & Svensen. McGraw-Hill.
Revised edition ready April, 1957.

General Shop

By Groneman & Feirer. \$3.88. McGraw-Hill.
2nd ed. 1956. Features lengthy section on ceramics.

Basic Electrical Principles

By Suffern. \$4. McGraw-Hill.
2nd. ed. 1956. Latest developments in the field.

Small Boat Lofting

By Claude W. Horst. Bruce.
Boat drawing course.

Practical Woodworking Projects for Today

By Frank W. Clemmons. Bruce.
Modern projects. To be published spring, 1957.

General Drawing Handbook

By George A. Willoughby. \$1.44. Bennett.
Beginner's textbook.

Wood Finishing

By Harry R. Jeffrey. \$2. Bennett.
Basic handbook. Revised, 1957.

Children's Art Education

By Knudsen and Christensen. \$4.80. Bennett.

Early Adolescent Art Education

By Carl Reed. \$4.80. Bennett.
Teaching problems; workable methods.

Automotive Mechanics (3rd ed.)

By Crouse. \$5.20. McGraw-Hill.
Up to the minute revision.

Elements of Radio (3rd ed.)

By Charles I. Hellman. \$3.96. Van Nostrand.
Essentials of radio, transistors, and television.

General Metal Work (3rd ed.)

By Alfred B. Grayshon. \$3.40. Van Nostrand.
Seventy-one projects for the beginner.

Inclined Lettering for Mechanical and Machine Drawing

By Buck & Michelson. 36 cents. Bruce.
Year's course in lettering.

Fundamentals of Applied Electricity

By E. W. Jones. \$3.12. Bruce.
Features new material on radio and television.

Woodworking Projects and Planning Guide

By K. T. Olsen. \$1.50. Bruce.

Drawing Guides and Job Plan Sheets (For Woodworking Projects and Planning Guide)

50 cents. Bruce.
Package of 20.

Printing: An Introduction to the Graphic Arts

By Jackson. McGraw-Hill.
Self teaching, over-all course. To be published April, 1957.

COMMERCIAL

Business Law for Everyday Use

By Mandel & Lavine. \$3.80. Winston.
Revised. Workbook, tests and teacher's manual available.

Business English

By Janis & others. \$1.75. Barnes & Nobel.
Handbook of business writing principles.

Today's Economics

By Goodman & Moore. Ginn.
Student-centered approach with emphasis on consumer economics.

Introduction to Business

By Kirk & others. \$3.40. Winston.

Business English in Action (2nd ed.)

By Tressler & Lipman. \$3.80. Heath.
Features activities-handbook organization.

ENGLISH

Grammar to Use

By Lewis & Lynch. \$2.20. Winston.
Revised and enlarged.

English in Review

By Joseph Orgel. 85 cents. Oxford.
Revised 1956.

Harbrace Vocabulary Guide

By Donald W. Lee. \$1.50. Harcourt.
Vocabulary development workbook. In preparation.

Spelling for High Schools

By Ned D. Marksheffel. \$1.28. Singer.
900 common words basic to effective expression. Teaching and self-help aids included.

Portugee Phillips and the Fighting Sioux

By A. M. Anderson. \$1.44. Wheeler.
An action packed story with low readability for corrective reading program.

America Reads Program

Gr. 9-12. Scott-Foresman.
Revised. *Anthologies for the High School; Good*

Times Through Literature; Exploring Life Through Literature; The United States in Literature; and England in Literature.

Literature for High Schools

By Hooks & others. Ginn.
Four volume series of standard and contemporary literature in preparation: *Literature of Adventure; Literature of Achievement; Literature of America; and Literature of England.*

Our Reading Heritage

By Wagenheim & others. Holt.
Exploring Life (gr. 9), \$3.88; *Ourselves and Others* (gr. 10), \$3.96; *This Is America* (gr. 11), \$4.16; *England and the World* (gr. 12), \$4.40.
An Anthology series.

Good English Through Practice

By Marjorie Wescott Barrows. \$2.76. Holt.
200 practice drills for correcting sub-standard English.

English at Work

By Bryant & others. Scribners.
Revised. Course I (gr. 9), \$3.12; Course II (gr. 10), \$2.12; Course III (gr. 11), \$3.20; Course IV (gr. 12), \$3.20.

Learning Words

By Jerome Shostak. 35 cents. Oxford.

Using Your Language

By Conrad & others. Books I, II & III. Each \$1.24. McGraw-Hill.
Workbooks of exercises and explanations.

HEALTH, SAFETY, & PHYSICAL EDUCATION

Your Health and Safety (4th ed.)

By Clemensen & others. \$4.08. Harcourt.
Revised. 1957.

Safety and First Aid

By M. Donald Adolph. 60 cents. Oxford.

Your Health Today and Tomorrow

By Nicoll & others. Laidlaw.
Keyed to teen-age health interests and problems.

Health and Fitness (3rd ed.)

By Meredith & others. Heath.
Timely material about medicine, health and safety education. Workbook and teacher's manual available.

HOME ECONOMICS

Child Growth and Development

By Hurlock. \$3.80. McGraw-Hill.
Complete with a section on baby-sitting.

So — You Are Ready to Cook

By Mary Ann Duffie. About \$2.75. Burgess.
Cooking workbook in looseleaf notebook form.

Tables of Food Values

By Alice V. Bradley. \$5.50. Bennett.
Revised, 1956.

Management for Better Living

By Starr. \$4.20. Heath.
General information good home management.

Experiences With Foods

By Pollard. \$4.60. Ginn.
Family centered approach to meal planning.

Textiles for Teens

By Marcella Howard Ellett. About \$2. Burgess.
Facts about fibers.

Experiences in Homemaking (New ed.)

By Laitem & Miller. \$4.48. Ginn.
Concrete, simple instructions.

LANGUAGES

El Espanol Al Dia (2nd ed.)

By Turk & Allen. Heath.
Book One, \$3.80; Book Two, \$4. Conversation practice and cultural units.

Fünf Schritte Vorwärts

By Spann & Leopold. \$2.60. Heath.
German reading material.

Sept Petites Croix Dans Un Carnet

By Cimenon. Edited by Peppard. \$1.68. Heath.
A mystery story (French).

First Year Spanish

By Staubach & Walsh. \$3.96. Ginn.
For students of varying abilities.

Le Voyage de M. Perrichon

By Labiche & Martin. Oxford.

French For You

By Cabat & Fanning. \$1.92. Oxford.
2nd book. Spring, 1957.

Roman Life

By Johnston. Scott-Foresman.
Revision of *Private Lives of the Romans*.

Getting to Know Spain and Latin America

By Huebener & Guerra.
To be published, spring, 1957.

El Fuego, Amigo Y Enemigo

52 cents. Row-Petersen.
Spanish translation of *Fire, Friend, Foe* in basic science series.

Cours Elementaire de Francais (2nd ed.)

Cours Moyen de Francais (2nd ed.)

By Dale & Dale. \$3.80 & \$4. Heath.
Modern texts employing oral approach and inductive procedure. Teachers' manuals available.

MATHEMATICS

Refresher Arithmetic

By Edwin I. Stein. \$3.36. Allyn & Bacon.
New edition in preparation.

Review Survey of Geometry

By Wilson & Munro. Oxford.
To be published, spring, 1957.

Functional Mathematics, Bk. 4

By Gager & others. \$3.60. Scribners.
Broad mathematics training; basic college preparatory material.

Mathematics for Everyday Affairs

By Virgil S. Mallory. \$3.60. Singer.
General mathematics applied to living. Answer book available.

First Algebra (rev. ed.)

By Virgil S. Mallory. \$3.04. Singer.
A first year algebra published by Sanborn in 1956. Uses knowledge the student has. Applied practically. Key, answers, & tests available.

Algebra for Problem Solving

By Freilich & others. Holt.
Book I, \$3.28; Book 2, \$3.36. Abundant teaching aids. Revised, 1957.

Solid Geometry

By F. M. Morgan. Houghton.
1957 edition.

Algebra: Its Big Ideas and Basic Skills

By Aiken & others. McGraw-Hill.
Books I & II. 2nd. ed. 1957. Meaningful approach.

Commercial Arithmetic (2nd ed.)

By Mallory & others. \$3.56. Singer.
Complete consumer mathematics issued in 1956 by Sanborn.

Plane Geometry

By F. M. Morgan. Houghton.
1957 edition.

Solid Geometry

By Smith & Ulrich. \$2.88. World.
Inductive developments of concepts.

Algebra, Book One, Elementary Course

By Welchons & others. \$3.36. Ginn.
Revised edition. Open pages, many diagrams and photographs and much use of color.

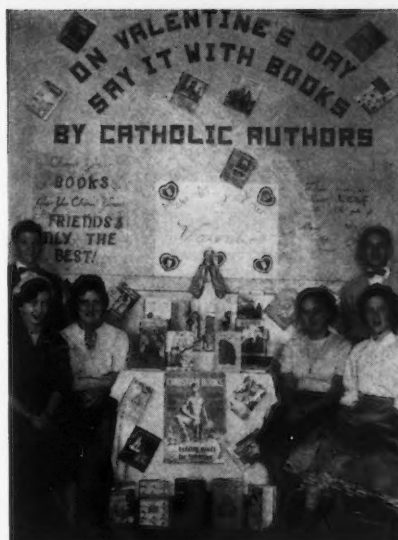
First Year Algebra

Second Year Algebra

By Hart & others. \$3.40 & \$3.60. Heath.
Teachers' manuals available.

Trigonometry for Secondary Schools Plane and Spherical (2nd ed.)

By Butler & Wren. \$2.96. Heath.



Book Week at St. Anthony School, Falls Church, Va. Sisters of the Precious Blood are in charge of the school.

MUSIC

The Science and Art of Singing

By Lisa Roma, M.Mus. \$3. Schirmer.
Instructive analysis of voice production.

Introduction to Opera

Edited by Mary Ellis Peltz. \$1.65. Barnes & Noble.

Plot summaries and critical discussion of 40 operas. Also evaluation of recordings of same operas.

Proper of the Mass

By Rev. Cletus Madsen. McLaughlin & Reilly Co.
Psalm tone settings for the Sundays and principal feasts of the year.

Theory and Musicianship Papers

Werder-Paul Piano Series. McLaughlin & Reilly Co.
Vol. 1. Workbook for use in private or classroom teaching.

RELIGION

Saint Andrew Daily Missal

By Dom Gaspar Lefebvre, O.S.B. \$3.75. Lohmann.
New edition with larger type and added liturgical notes.

Advanced Course for Catholic Living

By the Sisters, Mission Helpers of the Sacred Heart. Our Sunday Visitor Press.
Catholic public school student's religion course. Book I, \$2.75; Book II, \$2.50. Books III & IV in preparation.

Singing the Liturgy

By Sister Marietta, S. N. J. M. \$4.50. Bruce.
A four-year course in the sung liturgy.

Papal Pronouncements on Marriage and the Family

By Werth & Mihanovich. \$3. Bruce.
Pronouncements from Leo XIII to Pius XII.

SCIENCE

Biology

By Brother H. Charles, F.S.C., \$4.20. Bruce.
Revised edition in which is stressed information about characteristics common to all living things.

Modern Biology

By Moon & others. \$4.88. Holt.
A standard course revised.

Basic Studies in Science

By Beauchamp & others. Scott-Foresman.
Science Problems, Book 3; *Everyday Problems in Science*. Study-books for both available.

Science

By Davis & others. Holt.
9th grade general science. Revised 1957.

Modern Physical Science

By Brooks & Tracy. Holt.
To be revised, winter, 1957. A one year course for "general" students.

The Study of Living Things

By Dale C. Braungart & Sister Rita Buddeke, S.N.D. Doubleday.
A complete biology course.

Biology

By Kroeber & others. Heath.
Workbook, tests and teacher's manual available.

Semimicro Laboratory Exercises in High School Chemistry (2nd ed.)

By Weisbruch. \$2. Heath.

Chemistry in Action (3rd ed.)

By Rawlins & Struble. \$4.68. Heath.
Complete with review questions and film list. Laboratory manual tests, and teacher's manual also available.

Directed Activities in Physics

By Brooks & McMahon. \$1.20. Oxford.
Revised, 1956.

Our Scientific Age

By Fraiser & Others. \$4.60. Singer.
General science for Gr. 9. Living things, human body, earth, universe, matter, & energy.

Activity Units in Chemistry

By Duskin & Rawson. \$1.20. Oxford.
Revised 1956.

Students' Experimental Manual in Chemistry

By Baisch & Gladieux. \$1.20. Oxford.
Revised 1956.

Experiments in High School Biology

By R. Bruce McGill. 85 cents. Oxford.
Revised 1956.

Outline Text in Biology

By George Schwartz. 85 cents. Oxford.
Revised 1956.

Science in Everyday Life (2nd ed.)

By Obourn & others. Van Nostrand.
Thoroughly modern general science for gr. 9. Spring of 1957.

Chemistry — A Basic Science (4th ed.)

By Hogg & others. Van Nostrand.
Formerly *Chemistry: A Course for High Schools*. Nuclear theory expanded.

Directed Activities in General Science

By Baisch & Gladieux. \$1.20. Oxford.
Revised 1956.

Laboratory Guide for High School Biology

By Kuntz & others. 88 cents. Holt.
For use with any textbook. Has Catholic viewpoint.

Graphic Survey of Chemistry

By William Lemkin. Paper, \$1.10; cloth, \$1.95. Oxford.
Revised 1956.

SOCIAL STUDIES

Story of Nations

By Rogers & others. \$4.96. Holt.
Revised to include recent national developments and international relations.

The Making of Modern America

By Canfield & Wilder. \$4.80. Houghton.
1956 edition. Gr. 12.

Psychology for Living (2nd ed.)

By Sorenson & Malm. McGraw-Hill.
Completely revised edition ready in April, 1957.

Man the Citizen, The Foundations of Civil Society

By Rev. Joseph N. Moody & McCarthy. Doubleday.
A foundation course in social principles.

Social Justice

By William F. Drummond, S.J., \$2. Bruce.
Analysis of social justice in light of Papal teaching.

Story of Our Land and People

By Moon & MacGowan. \$4.36. Holt.
Easy to read account of the origins of democratic institutions. In preparation.

America, Land of Democracy

By Sisters of Mercy, New York. \$3.36. Bruce.
Complete up to date review of American history. Revised edition.

Building Citizenship

Revised by C. W. H. Pullen. \$4. Allyn & Bacon.
Workbook available.

Current Social Problems

By Dr. Clement S. Mihonovich. \$4.75. Bruce.
Covers modern man's chief difficulties.

Sociology and Social Problems

By Eva J. Ross. \$2.76. Bruce.
Compact text for one-semester course in sociology.

World Economic Geography (4th ed.)

By York & others. \$3.52. South-Western.

Sound Social Living

By Eva J. Ross. \$2.76. Bruce.
Gives thorough exposition of Catholic teachings.

The Common Good, Christian Democracy

American National Problems
By Thomas P. Neill. Doubleday.
A comprehensive study of social problems for the high school senior.

History of the Catholic Church

By Neill & Schmandt. Bruce.
A one-volume account covering important moral and doctrinal teachings. In preparation.

Problems Facing America and You

By Kidger & Dunwiddie. \$4.32. Ginn.
Discusses farm situation, labor, consumer economics, conservation, family, leisure, juvenile delinquency, taxation, atomic energy, etc.

Magruder's American Government in 1957

Revised by William A. McClenaghan. \$4.52. Allyn & Bacon.
Gr. 12. Civics. Workbook & tests available.

Conceived in Liberty, The History of the United States

By Smelser & Kirwin. Doubleday.
Describes influence of Catholicism in U. S. growth.

The Record of Mankind

By Roehm & others. \$4.76. Heath.
A world history with modern emphasis. Study guide and teacher's manual available.

American Government in Today's World

By Rienow. \$4.48. Heath.
Charts, graphs, outlines, summaries and special projects.

The Making of Today's World

By C. H. W. Pullen. \$5.16. Allyn & Bacon.
Revised edition.

The American Story

By Gavian & Hamm. Heath.
1957 edition. Modern U. S. history stressed. Workbook and teacher's manual available.

Growing Up (2nd ed.)

By Billett & Yeo. Heath.
A general education program in social growth and life adjustment.

Story of America

By Harlow & Miller. \$4.68. Holt.
Interpretation of history stressed. In preparation.

IX TO XII LIBRARY

ARTS & CRAFTS

Dictionary of Technical Terms

By Frederick S. Crispin. \$4.75. Bruce.
Classifications and terms used in widely practical trades and crafts. Revised. 1956.

Building and Operating Model Cars

By Walter A. Musciano. \$3.50. Funk & Wagnalls.
All types of model cars treated; from a midjet race car to a radio-controlled trailer truck.

Modernizing and Repairing Upholstered Furniture

By Herbert Bast. \$3. Bruce.
Abundant information on repairing and remodeling upholstered furniture.

The Christmas Crib

By Neta de Robeck. \$3.50. Bruce.
Pictures and descriptions from the Catacombs to the present.

BIOGRAPHY

The Life of Robert Southwell

By Christopher Devlin, S.J. \$4. Farrar.
Jesuit priest, poet, and martyr.

Sudden Splendor

By M. K. Richardson. \$3.25. Sheed.
Life of Mabel Digby, a convert who became superior general of a religious order.

The Search for Captain Slocum

By Walter Magnes Teller. \$3.95. Scribners.
A Yankee sea-captain's story.

Terry Brennan of Notre Dame

By Dave Warner. \$2.25. Newman.
A football career story.

In Silence I Speak

By Dr. George N. Schuster. \$4.50. Farrar.
Subtitled: The Story of Cardinal Mindszenty Today and of Hungary's "New Order."

St. Ignatius Loyola

By James Broderick, S.J., \$5. Farrar.
Years between 1491-1538 highlighted.

Yankee From Olympus

By Bowen. Edited and abridged by Stenhouse. \$1.98. Globe.
Colorful biography of Oliver Wendell Holmes.

God's Troubadour

By Sophie Jewett. \$2.75. Crowell.
St. Francis of Assisi. A new edition.

The Victory of Father Karl

By Otto Pies, S.J., \$4.50. Farrar.
Experiences of a priest imprisoned in a Nazi concentration camp.

The Pee Wee Reese Story

By Gene Schoor. \$2.95. Messner.
Kentucky farm boy who became Dodgers star.

Adventure Saints

By Abbe Omer Englebert. \$4. Kenedy.
How Joan of Arc, Peter Chanel, Martin of Tours, Junipero Serra, and Giles of Assisi attained sanctity.

Man of High Fidelity

By Lessing. \$5. Lippincott.
Edwin Howard Armstrong—inventor of F.M. radio.

Mission to Cathay

By Anselm Romb, O.F.M.Conv. \$2.50. St. Anthony's.
Account of Blessed Odoric's travels.

Benedict Arnold: Traitor to His Country

By Jeanette Nolan. \$2.95. Messner.
What preceded Arnold's betrayal.

Shining as Stars

By John Beevers. \$3.25. Newman.
The lives of two holy men; Leon DuPont and Matt Talbot, contrasted.

Francis Marion: Swamp Fox of the Revolution

By Williams & others. \$2.95. Messner.

Symphony Conductors of the U.S.A.

By Hope Stoddard. \$5. Crowell.
33 full length biographies and 428 thumbnail sketches.

Great American Negroes

By Ben Richardson. \$3. Crowell.
The early lives of Negroe figures.

De Soto, Finder of the Mississippi

By Ronald Syme. \$2.50. Morrow.
To be published April, 1957.

Stephen T. Badin: Priest in the Wilderness

By Dr. J. Herman Schauinger. \$7.50. Bruce.
Story of the apostolic work done in the Midwest by the first U. S. ordained priest.

Priest of the Plague: Henry Mores, S.J.

By Philip Caraman, S.J. \$3.75. Farrar.
17th century English martyr.

Joseph Most Just

By Francis L. Filas, S.J. \$3.50. Bruce.
Comprehensive study of St. Joseph's justice.

Teresa of Avila, The Woman

By Winifred Nevin. \$3.50. Bruce.
Story of Teresa's human qualities and personality.

The Basic Ideas of Alexander Hamilton

Ed. by Richard B. Morris. 35 cents. Pocket.
An original publication. In time for the bi-centennial of Hamilton in 1957.

Secrets of a Parish Priest

By Rev. Bartholomew O'Brien. 50 cents. Paluch.
A brief biography of the Curé d' Ars (St. John Vianney) for priests, religious, and lay readers.

The Bellowing Shy One

By Chris McGill. 50 cents. Paluch.
A new biography of St. Thomas Aquinas.

Indians Courageous

By Louis Wolfe. \$3. Dodd.
True stories about loyal American Indians.

ENGLISH

Making Friends With Words

By Drachman. \$1.98. Globe.
For spelling and vocabulary improvement. Gr. 9-10.

Radio and TV Plays

Edited by Feigenbaum. \$1.80. Globe.
Recent plays. For Gr. 9-10.

Shakespeare: A Portrait Restored

By Clara Longworth De Chambrun. \$7.50. Kenedy.
New ideas about the poet, his works and plays.

Criticism and Censorship

By Walter Kerr. Cloth, \$2.95, paper, \$1.25. Bruce.
(Gabriel Richard Lecture). A drama critic discusses the problems.

The Faith in Song and Story

By Valentine Long, O.F.M. St. Anthony's.
Essays concerned mainly with Catholic writers. In Preparation.

A Treasury of Catholic Reading

Edited by John Chapin. \$6.50. Farrar.
An Anthology.

The Complete Letter Writer

By S. K. & N. Mager. 35 cents. Pocket.
Directions and models for both social and business letters.

Words: How to Know Them

By Mitford Mathews. 1956. \$1.25. Holt.
Basic information about our language, a history and discussion of dictionaries, meaning and etymology of words.

On Stage Tonight

By C. H. Keeney. \$2. Row-Peterson.
High school dramatization.

FICTION

A Fighting Chance

By Jackson Scholz. \$2.75. Morrow.
A football coach's first season.

Bugles in the Hills

By John F. Hayes. \$2.95. Messner.
Northwest Mounted Police story.

Ballet Teacher

By Lee Wyndham. \$2.95. Messner.
Story of triumph over physical handicap.

Crossroads for Chela

By Dorothy Witton. \$2.95. Messner.
A Mexican Indian girl meets social problems.

Edith Cavell: Heroic Nurse

By Juliette Elkon. \$2.95. Messner.
A war story.

All Manner of Men

Edited by Riley Hughes. \$3.50. Kenedy.
Short stories from Catholic periodicals.

Bird of Sorrow

By John Romaniello, M.M. \$3.50. Kenedy.
Life in Communist China.

Make a Wish for Me

By Lenora Mattingly Weber. \$2.75. Crowell.
A Beany Malone story.

Summer Brins Gifts

By Ritner. \$3.50. Lippincott.
A family story.

The Kina's Achievement

By Robert Hugh Benson. \$3.50. Kenedy.
Novel set at the time of the English Reformation. New edition.

Forbidden Area

By Frank. \$3.50. Lippincott.
A suspense novel.

The Quiet Light

By De Wohl. \$1.95. Lippincott.
Story of St. Thomas Aquinas' youth.

True Love for Jenny

By Burgwyn. \$2.75. Lippincott.
A small town school girl's story.

Just Be Yourself

By Bard. \$3.50. Lippincott.
Experiences of a Brownie leader.

Sun Slower, Sun Faster

By Meriol Trevor. \$3.25. Sheed.
Trips back into time.

A Safe Lodging

By Marv Harris. \$2.75. Sheed.
Adventures of Ann Mawser in the anti-Catholic Gordon riots in 18th century London.

Steady As You Go

By Rear Admiral Robert Studds. \$3. Dodd.
Life with the U. S. Coast and Geodetic Survey.

African Safari

By Edward W. Pastore. \$3. Dodd.
An American boy and his uncle find danger and adventure.

Frozen Trails

By Richard Morenus. \$3. Dodd.
A North Woods story.

Five Were Chosen

By William Cox. \$2.75. Dodd.
A basketball story.

Time for the Stars

By Robert A. Heinlein. \$2.75. Scribners.
Story of travel in a torch ship to distant stars.

The Road to Glory

By Darwin Teilhet. \$3.75. Funk & Wagnalls.
Portrait of the last years of the life of missionary, Father Serra.

Of Wind and Song

By Evelyn Voss Wise. \$3.25. Bruce.
A young Eastern girl visits Minnesota in the early 1900's.

The Hiah White Wall

By Zoa Sherburne. \$2.75. Morrow.
A poor girl faces life.

Rue the Reservoir

By Annabelle Melville. \$3. Bruce.
A murder mystery.

Vikina Summer

By Charles A. Bradv. \$3.75. Bruce.
American fantasy adventure story.

Lorna Doone

By Blackmore. 50 cents. Pocket.
A 1956 reprint.

Irish Stories and Tales

Ed. by Devin Garrity. 35 cents. Pocket.
Contains 32 of the selections in an anthology published in 1955 by Devin Adair Co.

Gulliver's Travels

By Jonathan Swift. 35 cents. Pocket.
A new Pocket Books publication with introduction by Maxwell Geismar.

RELIGION

Be a Saint in Spite of Yourself

By Marie C. Commins. \$2.75. Bruce.
Fourteen saints who changed their lives.

Eight Day Retreat

By Francis X. McMenamy, S.J. Ed. by Wm. J. Grace, S.J. \$5. Bruce.

Francis of the Crucified

By Francis Schmitt, O.F.M. \$3. Bruce.
Study of basic virtues of St. Francis of Assisi.

Of Cell and Cloister

By Doley C. Moss. Bruce.
Story of Catholic religious orders through the ages.

Rules for the Spiritual Life

By Rev. Jose Guadalupe Trevino, trans. by Benjamin B. Hunt, C.S.P. \$3.50. Bruce.
Principles of the spiritual life applied to the daily lives of active men and women.



Catholic Book Week exhibit last year at Marymount Junior School, Arlington, Va. Religious of the Sacred Heart of Mary direct the school.

In Praise of the Blessed Virgin

By Thomas à Kempis, trans. by Robert Patterson. \$1.50. Bruce.
Reflections on the intercessory role of the Blessed Virgin.

Living Temple

By Bede Jarrett, O.P. \$1.50. Newman.
Meditations for adolescents.

Fairest Star of All

By Francis Nugent. \$1.50. St. Anthony's.
Wide range of quotations praising Our Lady.

Litany of the Sacred Heart

By Aloysius Biskupek, S.V.D. \$2.75. Bruce.
Explanations of the various invocations.

The Elements of Logic

By Vincent Smith. Bruce.
Develops traditional divisions of logic. To be published.

The Mystery of Christmas

Edited by Aloysius Croft. \$2.75. Bruce.
The Nativity story in selections from the Gospels and from Scriptural scholars, Ricciotti and Prat.

St. Francis and the Poet

Edited by Elizabeth B. Patterson. \$3.50. Devin-Adair.
100 poems on Saint Francis of Assisi from 1200 AD to present.

Papal Social Principles

By Thomas J. Harte, C. Ss.R. \$3.25. Bruce.
A summary of the papal social teachings of the past 75 years.

Rain for These Roots

By Michael J. Cox. \$3.75. Bruce.
Our Lady's appeals at La Salette, Lourdes and Fatima.

The Two Edged Sword

By John L. McKenzie, S.J. \$4.50. Bruce.
Popularly written study of the Old Testament.

Word of Salvation, Vol. I

By Alfred Durand, S.J. and Joseph Huby, S.J. Bruce.
Commentary on the Gospels of Matthew & Mark. To be published.

A Seal Upon My Heart

By Rev. George L. Kane. Bruce.
Vocation stories of 20 nuns. Ready, March, 1957.

Mother of Fair Love

By Agustina Schroeder de Castelli, trans. by Virginia Kirtland. Bruce.
Dramatization of Mary's life.

Roman Catacombs and Their Martyrs

By Hertling & Kirschbaum, trans. by Joseph Costelloe, S.J. \$3.50. Bruce.
Report of Christian archaeologist's findings in the catacombs.

Bernie Becomes a Nun

By Sister Maria del Ray. \$3.50. Farrar.
Various steps in training for sisterhood.

The Shroud of Turin

By Werner Bulst, S.J., \$4.75. Bruce.
Concise assessment of evidence for and against authenticity of the shroud.

Ave Maria

By J. E. Moffatt, S.J. \$1.50. Bruce.
Rosary meditations.

The Celebration of the Mass

By Rev. John B. O'Connell. \$7.50. Bruce.
Incorporates all recent changes. Revised, 1956.

The Book of Ceremonies

By Rt. Rev. Laurence J. O'Connell, revised by Walter J. Schmitz, S.S. \$6.50. Bruce.
Revised edition notes new Eucharistic legislation.

The Queen's Way

By Sister M. Amatora, O.S.F. 50 cents. Paluch.
A simplified edition of *The True Devotion to the B. V. M.*, according to St. Louis de Montfort.

SCIENCE

Feel Like a Million!

By Cathryn Elwood. \$3.95. Devin-Adair.
All the latest information on nutrition.

Career Opportunities in Biology

Prepared by National Research Council. 48 cents. Row-Peterson.

International Dictionary of Physics and Electronics

Cloth, 1002 pp. \$20. Van Nostrand.

The Great Nutrition Puzzle

By Callahan & Payne. \$2.95. Scribners.
Description of the processes of digestion.

Rocks and Minerals

By Richard M. Pearl. \$1.95. Barnes & Nobel.
How rocks and minerals can be identified, classified, collected, and displayed.

Wonders of the Bird World

By Helen G. Cruickshank. \$2.75. Dodd.
Facts about fascinating birds.

Nature's Guardians: Your Career in Conservation

By Henry Edward Neal. \$2.95. Messner.
Career information book.

Medicine in Action—Today and Tomorrow

By Margaret Hyde. \$2.50. McGraw-Hill.
Study of various career opportunities in medicine.

SOCIAL STUDIES

The American College in Rome

By Rev. Robert F. McNamara. \$15. Christopher Press.
History of American Catholicism along with the story of the seminary.

Catholic Highlights of Europe

By Monsignor William Schaefer. \$3. Christopher Pub. House.
An automobile tour of Europe.

Wings Over the Congo

By Frances Norene Ahl. \$3. Christopher Pub. House. Life and progress in the Belgian Congo.

A Short History of Ireland

By Roger Chauvire. Translated by the Earl of Wicklow. \$3. Devin-Adair. Landscapes, climate, pastoral character, people, history, rebellion all treated.

Northern Treasury

Edited by Clifford Wilson. \$3.50. Devin-Adair. True adventure stories of northern country explorers. Originally appeared in *The Beaver*, published by the Hudson Bay Co.

South America in Transition

By Alan Paton. \$5. Scribners. A picture book of history and geography.

How the United Nations Works

By Tom Galt. \$2.75. Crowell. Revised edition.

The Story of the "Old Colony" of New Plymouth (1620-1692)

By Samuel Eliot Morison. \$3.50. Knopf. History of Plymouth colony.

Documents of American Catholic History

By Rt. Rev. John Tracy Ellis. \$8.75. Bruce. Traces Church's development in U. S.

MISCELLANEOUS

This Is the Way to Study

By Brown. \$2.25. Lippincott. Thoroughly practical.

Posted Missing

By Villiers. \$4.75. Scribners. Story of ships lost without trace.

Introduction to Philosophy

By Daniel J. Sullivan. Bruce. Fundamentals presented simply. Spring, 1957.

REFERENCE BOOKS

Thorndike-Barnhart High School Dictionaries

Both the indexed and un-indexed edition have been revised. Scott-Foresman.

Poetry Handbook: "A Dictionary of Terms"

By Babette Deutsch. \$3.50. Funk & Wagnalls. Definitions illustrated by quotations from 150 poets.

Index to Reproductions of European Paintings

By Isabel S. & Kate M. Monro. \$12.50. Wilson. Lists 328 books containing reproductions.

The Book of Catholic Authors

\$3.30. (to libraries \$2.97) Romig. Autobiographies of more than 50 Catholic authors.

The American Catholic Who's Who, 1956-57

\$7.50. (to libraries \$6.75) Romig.

New Modern World Atlas

\$8.95. Cram. Up to date information and 161 maps including religious maps.

Childcraft

15 vol. Field Enterprises. A child guidance set containing practical knowledge and educational creative activities.

The World Book Encyclopedia

19 vol. Field Enterprises. A basic reference for elementary and high schools.

Webster's Biographical Dictionary

Copyright, 1953. \$8.50. Merriam. Some 40,000 entries.

Webster's New International Dictionary

2nd. ed., copyright, 1954. \$39.50 to \$55. Merriam.

Webster's Dictionary of Synonyms

Copyright, 1951. \$5. Merriam.

Webster's New Collegiate Dictionary

2nd ed. \$5 to \$12.50. Merriam.

Webster's New Practical Dictionary

\$2.95 & \$3.49. Merriam. Extensive vocabulary for day to day needs, rules

for spelling, tables of weights and measures, 1950 census figures.

Muir's Atlas of Ancient and Classical History

Edited by Goodall & Treharne. \$2. Barnes & Nobel. 15th century B.C. to Barbarian Invasions A.D. 395.

The National Catholic Almanac for 1957

Paper, \$2. Cloth, \$2.50. St. Anthony's. General Catholic information. Indexed.

Glossary of Sociological Terms

By Mihaanovich & others. About \$1. Bruce. 588 definitions. To be published, spring, 1957.

Hammond's Illustrated Atlas for Young America

Story type explanation of maps. \$2.95. Hammond.

Dictionary of Scholastic Philosophy

By Bernard Wuellner, S.J. \$3.25. Bruce. Defines incidental and compound terms used in Scholasticism.

Compton's Pictured Encyclopedia

15 vol. 1957 ed. Compton. Standard encyclopedia for elementary and high schools. Adapted to reading ability at various grade levels. Illustrated. Fact-index for information and pictures.

New Collier's Encyclopedia (1957 ed.)

20 vols. For schools & libraries \$169. Collier's.

Lives of the Saints

By Alban B. Butler. New, 4-vol. ed. \$39.50. Kenedy. Latest definitive work on the saints. Published in May, 1956.

Catholic Biblical Encyclopedia

By Rt. Rev. Msgr. John E. Steinmueller & Mother Kathryn Sullivan, R.S.C.J. About \$20. Wagner. Covers exhaustively the Old and New Testaments. All Biblical people, places, and events treated in the most comprehensive manner.

The Government and the Farmer

Ed. by Walter M. Daniels. \$2. Wilson. A 1956 "Reference Shelf" source book.

The South American Handbook (1956-57)

Ed. by Howell Davies. \$2.50. Wilson. The 33rd annual edition.

Representative American Speeches

Ed. by Craig Baird (1955-56) \$2. Wilson.

The Middle East in the Cold War

By Grant S. McClellan. \$2. Wilson. This is Vol. 28 of the "Reference Shelf Series." It contains 37 articles and speeches by diplomats, statesmen, and journalists.

FOR LIBRARIANS

Adult Biographies for Catholic High School Reading

Fiction for Catholic High Schools

Single copies of both the above free. Thomas More. Two annotated listings of approximately 100 books each.

How to Organize and Run a Parish Library (4th ed.)

25 cents. Thomas More. Step by step procedure and list of basic titles.

The Guide to Catholic Literature, 1952-55

\$15. Romig. An annotated international bibliography of books principally by Catholic authors.

Books for Catholic Colleges (1953-55)

By Sister Melania Grace, S.C. & Eugene P. Willging, 1956. \$1.75. A.L.A.

The School Library Supervisor

Ed. by Harold Lancour. 1956. \$1.75. A.L.A. A.L.A. Catalog of Books & Pamphlets 1957. This annual catalog of publications of the American Library Association contains many items of value to the school librarians. Free from the A.L.A.

A Basic Book Collection for Elementary Grades

The 6th ed. (1956) \$2. A.L.A.

A Basic Book Collection for Junior High Schools

The 2nd ed. (1957) \$2.75. A.L.A.

Aids in Selection of Materials for Children and Young People

By Joint Committee of N.E.A. & A.L.A. 100 copies. \$5. A.L.A.

The 1957 ed. replacing 1955 ed. Selects and describes aid in selection of books, magazines, pamphlets, films, recordings.

Subject Headings for the Information File

By Miriam O. Ball. \$3. Wilson.

The Educational Film Guide

The 1953 revised edition plus the semi-annual Supplement Service through the spring of 1957. \$12.50. Wilson.

Children's Catalog (9th ed.)

Compiled by Marion L. McConnell & Dorothy H. West. 864 pp. Priced on a service basis. Wilson.

A classified, annotated list of 3,204 children's books for elementary grades and junior high school.

FOR TEACHERS

GUIDANCE

Spurs

By Helen E. McKinzie. \$2. Christopher Pub. House. Values and meanings of life as a high school teacher sees them.

Analysis Technique for Instructors

By Verne C. Fryklund. \$2.50. Bruce. Revised edition of *Trade and Job Analysis*.

Doren Diagnostic Reading Test

By Margaret Doren. Educational Test Bureau. A group test that provides in 3 hours the detailed diagnosis of 30 hours of individual testing. Well organized manual which accompanies tests may be used independently.

Fundamental Marriage Counseling

By John R. Cavanagh, M.D. \$8. Bruce. Professional advice for marriage counselors. To be published spring, 1957.

Group Guidance Course

By Rev. Francis A. Quinn. Bruce. Workbooks covering students' outside activities. To be published.

The Catholic in Secular Education

By James M. O'Neill. \$3.50. Longmans. An important study of the problems of Catholic students and teachers in secular schools.

The Popes on Youth

By Rev. Raymond B. Fullam, S.J. \$5. The America Press.

This outstanding new source book on papal teaching on the education and training of youth is a necessity for teachers and leaders and parents. It applies the teaching letters of the Popes to practically every problem of youth formation.

PHILOSOPHY & PSYCHOLOGY

Philosophy of Man

By Henri Renard, S.J. Revised and enlarged by Martin O. Vaske, S.J. \$3. Bruce. Focuses attention on the unity of man.

A Catholic Philosophy of Education

By Redden & Ryan. \$4.75. Bruce. Revised edition.

Educational Psychology

By William A. Kelly. \$4.25. Bruce. Experimental psychology data interpreted.

Fundamental Child Psychology

By Justin Pikunas. Bruce. Basis of child development. Publication — spring, 1957.

GENERAL READING

N.C.E.A. Bulletin, August, 1956

Proceedings and addresses of 53rd annual N. C. E. A. convention on theme of "Better Schools for Better Times." \$2.25. National Catholic Educational Association.

The Little White Shepherdess

By Sister M. of Our Lady of the Angels. 50 cents. Paluch.

A history of the Convents of the Good Shepherd.

The Living Christ

By Rev. John L. Murphy. \$4. Bruce.
Explanation of true nature of Christ's Mystical Body. Revised edition.

The Three Stages of the Spiritual Life

By J. Grimal, S.M., translated by Joseph M. Buckley, S.M. \$2.95 a volume, \$8 a set of three volumes.

A Shepherd Without Sheep

By E. Boyd Barrett. \$2.75. Bruce.
Thoughts of an apostate priest who has returned to the fold.

The Mass and Liturgical Reform

By Rev. John L. Murphy. \$5.95. Bruce.
Historical survey and analysis of changes advocated in the Liturgical Movement.

In Him We Live

By Albert P. McGrann, O.M.I., \$3.45. Bruce.
Brief meditations for each day in the year.

Our Saviour's Last Night and Day

By Aloysius Biskupek. S.V.D., \$1. Bruce.
Simple account of Christ's sufferings.

Reflections on the Passion

By Rev. Hugo Doyle. \$1.85. Bruce.
Meditations for each day of Lent.

Hours of the Passion

By Jude Mead, C.P. \$2.85. Bruce.
A modern "book of hours."

Ignatian Approach to Divine Union

By Louis Peeters, S.J. & Hilliard Brozowski, S.J. \$3. Bruce.
Commentary on "The Spiritual Exercises."

Mass in Transition

By Gerald Ellard, S.J. \$6. Bruce.
Revised edition of *The Mass of the Future*.

Christian Life and Worship

By Gerald Ellard, S.J. \$3.50. Bruce.
Up-to-date study of Church Liturgy.

Mariology, Vol. II

By Juniper Carol, O.F.M.
Study of Mariology's place in science of theology.

Radio Classics

Adapted by Bailey & others. Burgess.
Ten radio adaptations of famous plays.

Experiences of a Fullbright Teacher

By Effie Kaye Adams. \$3.75. Christopher Pub. House.
Impressions of life in Pakistan.

The Papal Encyclicals: In Their Historical Context

Ed. by Anne Fremantle. Putnam's.

METHODS AND TEACHING AIDS

The Kindergarten Log

By Mary Jackson Ellis.

The First Grade Log

By Ellis & Atherton.
\$4.95 each. Denison.
A daily program of classroom activities and procedures for each level.

Third Book of Catechism Stories

By Rev. F. H. Drinkwater. \$3. Newman.
Catechetical teaching aid.

The Science Teacher in Action

By Helen L. Merrill, M.A. \$2.25. Christopher Pub. House.
Outlines ways to vitalize science courses.

Making Better Readers

By Strang & Bracken. Heath.
A developmental approach to high school reading problems.

The Language Arts in the Elementary School (2nd ed.)

By Strickland. Heath.
All facets of oral and written work.

A National Prize Winner

The picture to the right shows Sister M. Laurentin Digges, C.S.J., of Mt. St. Mary's College, Los Angeles, receiving a \$1000 check for her book, *Transfigured World*, which won the national literary contest for Sisters. The check is presented by John C. Tully of Salinas, Calif., founder of the Thomas More Association and Ray Healy of Farrar, Straus & Cudahy, who jointly sponsored the contest. Mother Rosemary, C.S.J., president of the college, is at the left. *Transfigured World* will be published in March, 1957, and will be a selection of the Thomas More Book Club.



— Photo by Los Angeles Tidings

The Teaching of Reading and Writing

By Wm. S. Gray. Scott-Foresman.
UNESCO Report.

A New Look at Reading

By William Abraham. Cloth, \$3.50. Paper, \$2.75. Porter Sargent.
Defense for current methods of teaching reading.

Handbook on Corrective Reading

By Dr. Emmet A. Betts. \$1.50. Crowell.
Revised and enlarged, 1956.

Teaching in the Kindergarten

By Helen Bartelt Hurd. \$2.25. Burgess.
Handbook of practical helps.

A Practical Approach to Teaching in the Secondary Schools

By Howard & Collins. \$2.75. Burgess.
Practical methods and management suggestions.

Teaching the Industrial Arts

By Emanuel E. Ericson. \$4.50. Bennett.
Revised 1956. Basic professional advice for new teachers.

Vital Steps to Chastity

Prepared by Sisters, Mission Helpers of the Sacred Heart. \$1. Our Sunday Visitor.
Lesson plans for teaching modesty and purity in gr. 1-2.

Developed Lesson Plans for the Grades

Prepared by Sisters, Mission Helpers of the Sacred Heart. \$1. Our Sunday Visitor.
For weekly classes. Based on outlines in the Confraternity School Year Religious Instruction Manuals.

Reading in Child Development

By Burton & others. \$5.60. Bobbs.
A comprehensive treatment of reading and reading instruction.

Teacher's Guides for Foreign Languages in the Elementary Schools

Beginning French (gr. 3); *French in Grade 4*; *Beginning Spanish* (gr. 3); *Beginning German* (gr. 3)
Each \$2.50. Educational Publishing Corporation, Darien, Conn.

List of Publishers

The following publishers have submitted titles which are included in the foregoing list of books, or they have advertisements in this issue.

The abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue the abbreviation or the firm name is set in **Boldface Type**; otherwise in *Light Italics*. See index to advertisers on pages 75A and 76A.
Allyn & Bacon—Allyn & Bacon, Inc., 41 Mount Vernon St., Boston 8, Mass.
A.L.A.—American Library Association, 50 East Huron St., Chicago 11, Ill.
America—The America Press, 70 East 45 St., New York 17, N. Y.
Americana Corp.—Americana Corporation, 2 West 45 St., New York 19, N. Y.
Am. Book Co.—American Book Co., 55 Fifth Ave., New York 3, N. Y.
Ave Maria—Ave Maria Press, Notre Dame, Ind.
Barnes & Noble—Barnes & Noble, 105 Fifth Ave., New York 3, N. Y.
Bennett—Charles A. Bennett Co., Inc., 237 North Monroe St., Peoria 3, Ill.
Benziger—Benziger Brothers, 6-8 Barclay St., New York 7, N. Y.
Bobbs—Bobbs-Merrill Co., 724 North Meridian St., Indianapolis 7, Ind.
Bruce—Bruce Publishing Co., 400 North Broadway, Milwaukee 1, Wis.
Burgess Publishing Co., 426-28 South 6 St., Minneapolis 15, Minn.
Catechetical—Catechetical Guild, 147 East Fifth St., St. Paul 1, Minn.
Catholic Book Publishing Co., 257 West 17 St., New York 3, N. Y.

Catholic Education Press, 620 Michigan Ave., N.E., Washington 17, D. C.
Christopher Press—Christopher Press, Inc., 35 Scio St., Rochester, N. Y.
Christopher Pub. House—Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.
Collier's Encyclopedia—Library Division, 640 Fifth Ave., New York 19, N. Y.
Compton—F. E. Compton & Co., Inc., 1000 North Dearborn St., Chicago 10, Ill.
Confraternity—Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington 5, D. C.
Continental Press, 507 College Ave., Elizabethtown, N. J.
Geo. F. Cram Co., 730 E. Washington St., Indianapolis 7, Ind.
Crawley—John J. Crawley & Co., Inc., 50 West 47 St., New York, N. Y.
Crowell—Thomas Y. Crowell Co., 432 Fourth Ave., New York 16, N. Y.
T. S. Denison & Co., 309-321 Fifth Ave., South, Minneapolis 15, Minn.
Devin-Adair—Devin-Adair Co., 23-25 East 26th, New York 10, N. Y.
Dodd—Dodd, Mead & Co., 432 Fourth Ave., New York 16, N. Y.
Doubleday—Doubleday & Co., Inc., 575 Madison Ave., New York 22, N. Y.
The Educational Publishing Corporation, 23 Le Roy Ave., Darien, Conn.
Educational Test Bureau, 720 Washington Ave., S.E., Minneapolis 14, Minn.
Encyclopaedia Britannica, Inc., 425 N. Michigan Ave., Chicago, Ill.
Farrar—Farrar, Straus & Cudahy, Inc., 101 Fifth Ave., New York, N. Y.
D. Farrell Co., 526 Marengo Ave., Forest Park, Ill.



Students in a Catholic Press Month panel last year at Holy Angels School, Roselle, Iowa. Franciscan Sisters of Perpetual Adoration are in charge of the school.

Fides Publishers Association, 21 West Superior St., Chicago 10, Ill.
Field—Field Enterprises, Inc., Merchants Mart Plaza, Chicago 54, Ill.
Funk & Wagnalls Co., 153 East 24 St., New York 10, N. Y.
Garrard—Garrard Press, 119-123 West Park Ave., Champaign, Ill.
Ginn—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.
Globe—Globe Book Co., 175 Fifth Ave., New York 10, N. Y.
Grolier—The Grolier Society, Inc., National School & Library Division, 125 South 5th Ave., Mt. Vernon, N. Y.
Hammond—C. S. Hammond & Co., Inc., 515 Valley St., Maplewood, N. J.
Harcourt—Harcourt, Brace & Co., Inc., 383 Madison Ave., New York 17, N. Y.
Heath—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.

Holt—Henry Holt & Co., 383 Madison Ave., New York 17, N. Y.
Houghton—Houghton, Mifflin Co., 2 Park St., Boston 7, Mass.
Iroquois—Iroquois Publishing Co., Inc., 333-5 West Fayette St., Syracuse 2, N. Y.
Kenedy—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.
Knopf—Alfred A. Knopf, Inc., 501 Madison Ave., New York 22, N. Y.
Laidlaw—Laidlaw Brothers, Inc., Thatcher & Madison Sts., River Forest, Ill.
Lippincott—J. B. Lippincott Co., 227-31 South Sixth St., Philadelphia 5, Pa.
Lohmann—E. M. Lohmann Co., 413-17 Sibley St., St. Paul 1, Minn.
Long's College Book Co., 1836 North High St., Columbus 1, Ohio.
Longmans—Longmans, Green & Co., Inc., 55 Fifth Ave., New York 3, N. Y.
McLoughlin—McLoughlin & Reilly Co., Inc., 45 Franklin St., Boston 10, Mass.
Mentzer—Mentzer, Bush & Co., 2210 South Park Way, Chicago 16, Ill.
Merriam—G. & C. Merriam Co., 47 Federal St., Springfield 2, Mass.
Charles E. Merrill Co., 400 South Front St., Columbus 15, Ohio.
Messner—Julian Messner, Inc., 8 West 40th St., New York 18, N. Y.
Morrow—William Morrow & Co., Inc., 425 Fourth Ave., New York 16, N. Y.
Newman—The Newman Press, Box 150, Westminster, Md.
Noble and Noble, Publishers, Inc., 67 Irving Place, New York 3, N. Y.
Our Sunday Visitor—Our Sunday Visitor Press, Huntington, Ind.
Oxford—Oxford Book Co., Inc., 222 Fourth Ave., New York 3, N. Y.
Palmer—A. N. Palmer Co., 55 Fifth Ave., New York 3, N. Y.
Paluch—J. S. Paluch Co., Inc., 1800 Winnemac Ave., Chicago 40, Ill.
Pflaum—Geo. A. Pflaum Co., 38 West Fifth St., Dayton 2, Ohio.
Pocket—Pocket Books, Inc., 630 Fifth Ave., New York 20, N. Y.
Porter Sargent Publisher, 11 Beacon St., Boston 8, Mass.
Putnam's—G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.

Regina Press, (Malhame & Co.), 54 Park Place, New York 7, N. Y.
Romig—Walter Romig & Co., 979 Lakepointe Ave., Grosse Pointe 30, Mich.
Row Peterson—Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.
St. Anthony's—St. Anthony's Guild Press, 508 Marshall St., Paterson 3, N. J.
Schirmer—G. Schirmer, Inc., 3 East 43rd St., New York 17, N. Y.
Scholastic Magazines—Scholastic Magazines, 33 W. 42nd St., New York 36, N. Y.
W. R. Scott—William R. Scott, Inc., 8 West 13 St., New York 11, N. Y.
Scott-Foresman—Scott, Foresman & Co., 433 East Erie St., Chicago 11, Ill.
Scribners—Chas. Scribner's Sons, 597-9 Fifth Ave., New York 17, N. Y.
Seahorse—Seahorse Press, Inc., Pelham, N. Y.
Seraphic Press—The Seraphic Press, 1501 South Layton Blvd., Milwaukee 15, Wis.
Sheed—Sheed & Ward, Inc., 840 Broadway, New York 3, N. Y.
Silver—Silver, Burdette & Co., Park Ave., & Columbia Roads, Morristown, N. J.
Singer—L. W. Singer Co., 249-59 West Erie Blvd., Syracuse 2, N. Y.
South-Western—South-Western Publishing Co., 5101 Madison Road, Cincinnati 27, Ohio.
Teen Age Book Club, 351 Fourth Ave., New York 3, N. Y.
Thos. More—The Thomas More Association, 210 West Madison St., Chicago 6, Ill.
Van Nostrand—D. Van Nostrand Co., 120 Alexander St., Princeton, N. J.
Wagner—Joseph F. Wagner, Inc., 53 Park Place, New York 7, N. Y.
Warp Publishing Co., Minden, Neb.
Webster—Webster Publishing Co., 1800-8 Washington Ave., St. Louis 3, Mo.
Wheeler—Wheeler Publishing Co., 161 East Grand Ave., Chicago 11, Ill.
Willis Music Co., 124 East Fourth St., Cincinnati 1, Ohio.
Wilson—H. W. Wilson Co., 950-72 University Ave., New York 52, N. Y.
Winston—John C. Winston Co., 1006-20 Arch St., Philadelphia 7, Pa.
World—World Book Co., 313 Park Hill Ave., Yonkers 5, N. Y.
Zaner—Zaner-Bloser Co., 612 North Park St., Columbus 8, Ohio.

New Books of Value to Teachers

(Continued from page 10A)

Problems in Mathematical Education

By Henry S. Dyer, Robert Kalin, and Fredrick M. Lord. Cloth, 54 pp., \$1. Educational Testing Service, Princeton, N. J., 1956.

The writers, aided by a grant from the Carnegie Corporation, have spotlighted pressing problems in the area of mathematical growth, solutions to which will undoubtedly affect the destiny of this nation.

Few will quarrel with the centering of the problems on the learner, the teacher, and the curriculum, even though at first sight it may appear to be an oversimplification of an intricate subject. Certainly, the many mathematical deficiencies that are frequently attributed to American youth today are the result of one, two, or all three factors. It is a healthy sign that there is a suddenly awakening realization of the importance of a mathematical background for the successful pursuit of many professional and scientific careers that are closely allied with the defense of the United States.

There is an excellent bibliography of 250 references. Just for curiosity, I classified and enumerated them, approximately as follows:

Area	Number of Articles	Percentage of Total
Elementary (Arith., etc.)	70	28

Secondary (Alg., Geom., etc.)	40	16
College & Univ. (Anal. Geom., Calculus, etc.)	20	8
Theories of Learning (Improvement, etc.)	30	12
Teachers—generally	35	14
Teachers of Mathematics	15	6
Math. Aptitudes and Abilities	25	10
Miscellaneous	15	6
	250	100

Although the foregoing categories may seem somewhat arbitrary to those of other disciplines, most classifications would indicate a preponderance of emphasis of research and writing at the elementary and secondary levels, where one could argue in view of numbers of pupils in classes, it rightly belongs. But what about learning the mathematics essential for success in engineering and the sciences, which are so vital to our survival. True, they depend upon previous learning. However, is it possible in the light of our present knowledge to make an astute college student mathematician out of a mathematical dullard?

The three authors of the Princeton Report raise an interesting hypothesis based upon B. F. Skinner's stress on the programming of learning tasks. We may work up by easy stages of $3 + 1$ equals ? and $3 + ?$ equals 4. This is generally conceded to be sound

pedagogy. Rewarding a typical Mortimer Snerd for success in an elementary arithmetical situation will usually reinforce the learning. The individual can continue to improve, but there are limitations. It is inconceivable that Mortimer will eventually understand Calculus any more than the average college student can look forward to thinking at the abstract level of an Einstein. One hopeful note in the picture is that very few college students utilize their mathematical potentialities to the full.

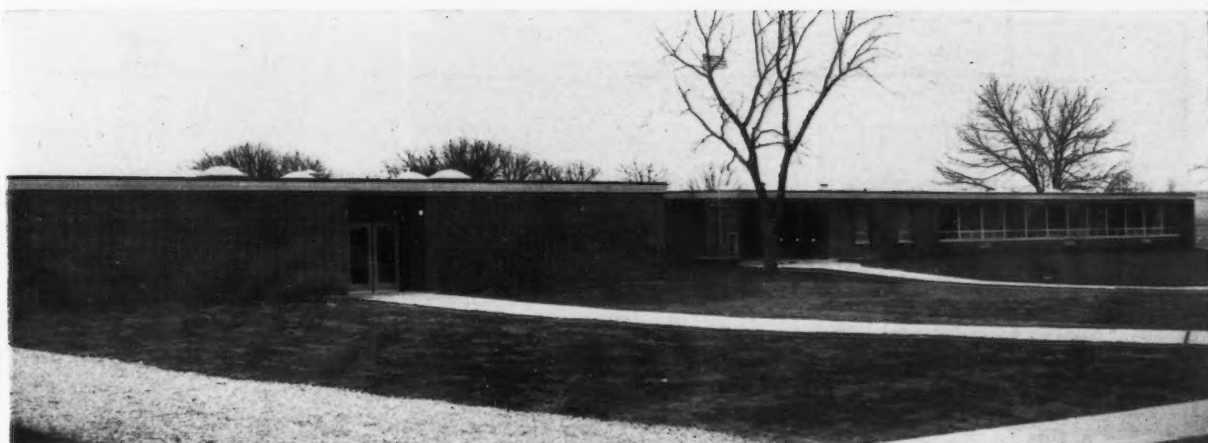
The authors of the booklet under review have paved the way for further thinking and research upon this important matter of mathematical education.—Cyril C. O'Brien, Ph.D. Associate Professor of Education Marquette University.

Guide for Parents

Composed by Parents' Association of Our Lady of Mercy High School, 1437 Blossom Road, Rochester 10, N. Y. Paper, 24 pp., 1956.

The school is a girls' high school operated by the Sisters of Mercy. A committee of 32 parental couples worked out the guide, establishing minimum requirements for: (1) parties in general; (2) special party problems; (3) parties in the home; (4) parties and dances at school; (5) getting home at night—curfew; (6) dating; (7) drinking; (8) use of automobiles; (9) the part-time job.

(Continued on page 71)



St. Paul's Parish School, Worthington, Iowa. Designed by Durrant & Bergquist, Dubuque, Iowa, & Boscobel, Wis.

The New St. Paul's School— Worthington, Iowa

An Elementary and High School for a Rural Parish

Howard Smith

Staff Writer

CATHOLIC SCHOOL JOURNAL



The Main Entrance

Simple and contemporary in design, the new parochial grade and high school at Worthington, Iowa, this year replaced an outdated brick multi-storied schoolhouse that had been in service well before the turn of the century. Financed entirely by parish funds the school serves a farming community of some 260 families. Because of the unusually stable nature of the community, the pupil capacity of 500 is expected to take care of all future expansion needs for the parish. Present enrollment is 286.

A One-Story Building

The one-story ranch-type contemporary structure was dedicated by Archbishop Leo Binz of Dubuque, May 6, and was occupied with the beginning of the fall term, 1956. It was designed by Durrant and



Floor Plans of St. Paul's School, Worthington, Iowa.

Bergquist of Dubuque and built by the Willy Construction Co. also of Dubuque, Iowa. Total construction costs were approximately \$268,943. This represents a per-pupil cost of \$540 or \$14.85 per square foot.

There are two separate wings, one for the elementary grades and another for the high school. The two are connected by an extension of the corridor of the high school wing. The corridor section also includes space for two offices, janitorial facilities, teachers lounge, and toilet facilities. This arrangement affords maximum privacy in both wings with easy access from one wing to the other.

Central Heating System

The building is entirely on slab with the exception of a small basement utility room, which besides providing additional storage space, houses the school's own pump and water system. Steam heat is

pipied into the school from the oil furnace in the church just across the street. Utility tunnels allow easy access to the underground pipes and electrical wiring.

The high school wing provides about 60 students with two home rooms, typing room, science room, and a classroom. A sixth houses the library. The grade school wing has separate rooms for the first and second grade while the other six grades share three rooms. A sixth which can be used for future expansion is, at present, the music room.

The un-insulated walls are of waylite cinder block. The outside trim is Norman brick with wood and aluminum. Floors are asphalt tile over concrete. Corridor walls have glazed tile wainscot to a height of five feet, with painted concrete block above. Classroom walls are finished in the same manner with the wainscot two and a half feet high. Washrooms have tiled floors and walls.

The roof is of four-ply tarred rag felt and pitch over gypsum deck. This deck also provides the finish ceiling for the rooms as it consists of rigid perforated acoustical fiber formboard that facilitates sound absorption.

Lighting Facilities

Window and door frames are of hollow metal and fenestration is designed to provide maximum light while adding to the illusion of spaciousness. Skydomes provide additional corridor lighting. Exits at either end of the corridors are of glass with metal frame to present an open appearance.

Modern Cloak Rooms

Interior woodwork, desks, doors, bookshelves, etc., are finished in light birch. Lighting is of the fluorescent type. Each room is provided with ample storage space for the teacher. Cloak room space takes up an entire wall in the elementary wing.



L. to R.: 1. The music room which may be used as a classroom. 2. The principal's office. 3. The high school library.



St. Paul's School, Worthington, Iowa

Above, L. to R.: Front view of a classroom, showing chalkboard and bulletin board, modern desks, natural and supplementary fluorescent lighting; a side view showing unit heating and ventilating units and storage space under the windows; the primary room showing built-in wardrobe with some of the doors open and doors to toilet rooms exclusively for the children in this room. The picture to the right shows the science room in the high school section of the building. Durrant & Bergquist of Dubuque, Iowa, and Boscobel, Wis., planned the building. The school is in charge of the Sisters of St. Francis of the Holy Family. Rev. Fidelis J. Kaufmann is pastor of St. Paul's Parish.



These have unique hinged doors which glide back into unusable space along the wall leaving classroom unobstructed at all times. Metal corridor lockers are provided for the high school students. Another feature creates a more homelike atmosphere for the kindergarten tot—separate washroom facilities accessible from the primary room with junior sized fixtures.

The window level unit ventilator heaters which have built-in storage space for books, temper inside and outside air. Temperature control, day and night, is automatic.

The pastor, Rev. Fidelis Kaufman, organized the men of the parish to provide labor for preparation of the grounds and sodding. A professional landscaper has offered his services free of charge.

School Bus Service

Several years ago the parish organized its own bus service to pick up pupils many of whom live as far as six miles away. Not shown in the floor plan of the school is a bus port which provides convenient, dry, all-weather loading and unloading service.

The old school building was razed and money received for sale of usable materials was applied to the new building. The only vestige of the old building is the cornerstone which the pastor has set into the handsome stone rubbish bin in the corner of the schoolyard.

New Books of Value to Teachers

(Continued from page 68)

School Business Administration

By Henry H. Linn, Cloth, 580 pp., \$7.50. The Ronald Press, New York, N. Y., 1956

Today, school business is big business. The amounts spent annually on school construction, plant maintenance and operation, school feeding and transportation indicate the magnitude of school business management. The private school, no less than the public school, if it will be able to continue the task it has assumed faces the need to conserve financial resources through efficient and economical methods of operation. To aid school authorities achieve this vital aspect of educational administration, Dr. Linn and 16 fellow experts in school business topics have produced in *School Business Administration* the first major work in this area in twenty years.

Organization, policies, procedures, and systems are essential to maximum effectiveness in operating the modern elementary and secondary school. The marked trend toward consolidation in the public school system and toward the central Catholic school among parochial schools all emphasize economy of operation as a justifying factor. To aid the busy administrator, *School Business Administration* serves as a valuable handbook of current practices and manual of operation, equally applicable to public and private education.

Yet, this volume is not just a "how-to-do-it" reference, but identifies the "why" involved in the basic areas of school business administration. The volume thus makes its most valuable contribution by fostering a professional attitude toward the financial administration of the school. This text develops an understanding that school business admin-

istration is not an end in itself but makes a contribution to the improvement of instruction, which is the major function of an educational institution.

Financial limitations frequently circumscribe the educational program. No less an authority than the *Encyclopedia of Educational Research* points out lack of clear-cut distinctions between, and overlap and interrelationships within educational and financial administration of schools. In this new text, those charged with the business management of all types of schools will find an orientation helpful in making decisions that will safeguard themselves from the pitfall of regarding school financing as an end in itself.

Specifically, *School Business Administration* provides precise explanations of various school business functions. Financial management (including budgeting, financing, general and payroll accounting, auditing and financial reporting) receives major attention. Accounting forms are illustrated although more budget documents could be included. The important topics of office, personnel, and supply management, insurance, purchasing, food services, and transportation, usually not discussed in any detail in available books on school finance or general administration form some of the most valuable sections of this book.

The chapter on School Plant Planning provides valuable considerations and general norms. The chapters on plant maintenance are practical and helpful, although some of the specifications pertaining to custodial personnel are rather exaggeratedly specific, e.g., minimum heights and weights for custodians. Debt service and Capital Fund Management are treated in a single chapter which generally

(Continued on page 72)

New Books of Value to Teachers

(Continued from page 71)

proves to be difficult and technical, a condition characteristic of this phase of functional-character cost accounting.

The book attempts to be comprehensive, not exhaustive. Most of the topics treated could be expanded into separate volumes; some already have so appeared, i.e., DeYoung on budgeting; Joyner on insurance; and Bryan on food services.

The contributors are all specialists and nearly all represent large school systems, i.e., Baltimore, Rochester (N. Y.), Minneapolis, Los Angeles. As a result, these authorities refer essentially to ideal situations or situations which are current in multiple institutions of a thousand or more students. Such case studies do not have as much practical worth to the parochial administrators as would some illustrations from small and medium sized schools. The study of ideal situations is very stimulating and challenging, but these situations do not always present the principals of small schools with a guide to solutions for stand-stills in the business management of their smaller institutions.

However meritorious the development of a reference work centered around the contributions of authorities, the finished product reflects a diversity of approach and treatment which detracts from the continuity achieved by a single writer. Chapters are not evenly weighted. To a great extent, Dr. Linn has avoided this danger. While some of this problem exists it is balanced and even compensated more by the imposing array of authorities who are dealing daily with the problem areas they have developed in the text.

Another occasional result of this method can be detected when some of the best and most concise definitions or statements of a problem and principles are to be found in parts of the book not devoted specifically to the subject treated. At the same time, these are not all indexed for rapid reference. An excellent statement of the function of the state department of education appears in the chapter on transportation, yet it applies to all areas, not transportation relationships alone. The discussion is not included in the index.

In the majority of secondary schools the principal has the responsibility for and often himself performs the business functions. This book is not directed to the typical principal, but to individuals assigned to perform this specific task. Still the book includes minimum reference to the growing trend toward the appointment of school business managers; it rather presumes they exist, where, in fact, they are often absent. Noticeably absent is a bibliography and no reference in the book cites existing bibliographies, as the Sol Levin volume published by the Association of School Business Officials.

School Business Administration presumes a working knowledge of general techniques of business. Much of the discussion is too technical to be helpful to the average principal. The approach is directed largely to large school systems. The volume would be more effective if it included a chapter geared to administrative practices of smaller schools where highly scientific procedures would not be followed because of smaller enrollments or could not be followed because of the economic and financial barriers. A chapter or occasional intra-chapter reference to problems of private school programs would make the book of universal value. Still the situations are not sufficiently different to demand a totally different approach or consideration, merely an acknowledgment of variation between the two systems.

The administrator seriously determined to find new and more efficient means of performing the functions of financial management and business administration facing them in the role as chief school administrator will find in *School Business Administration* an invaluable source of assistance, guidance, and direction. The entire treatment lends itself to adoption at every level of school administration: small, medium, and large. The larger your school the more easily it will be to adopt ideas directly from this volume; yet, it provides a vital challenge to every administrator and an essential reference work governing both the "why" and "how" of school business management.

Brother Leo V. Ryan, C.S.V.
St. Louis University.

My Holy Mass With Jesus

By Sister Geraldine Marie, C.H.M. Paper, 52 pp. Gordon Printing Co., Davenport, Iowa.

This completely illustrated book intended for first and second graders, carries the child through the action of the Mass and includes prayers before and after Holy Communion. In thought and language, the prayers are adjusted to 6- to 8-year-olds. A complete manual addressed to parents and teachers will help these instruct the child both in the use of the book and in the meaning of each part of the Mass.

Experiences With Foods

By L. Belle Pollard. Cloth, 538 pp., \$4.60. Ginn & Co., Boston, Mass.

Family centered and realistic this high school foods book covers just about every facet of planning, preparing, and serving meals. Nutrition, cookery principles, social needs, budgetary needs, and the different resources of urban and rural communities are all considered. Exercises in planning, practicing, and evaluating the principles are provided at the end of each chapter and concluding the book is an appealing 160-page cook book section.

New Image Books

Doubleday & Co., Inc., N. Y., released this fall eight additional Image Books devoted to important Catholic works. They are: *Apologia Pro Vita Sua* by John Henry Cardinal Newman, 440 pp., 95 cents; *The Confraternity of Christian Doctrine* translation of *The New Testament*, 550 pp., 95 cents; *A Handbook of the Catholic Faith*, by Dr. N. G. M. Van Doornik, Rev. S. Jelsma, and Rev. A. Van de Lisdonk, 514 pp., \$1.35; *Book Three of St. Thomas Aquinas' On the Truth of the Catholic Faith*, Parts I and II, 85 cents each; *Saint Among the Hurons*, by Francis X. Talbot, S.J., 355 pp., 95 cents; *Sorrow Built A Bridge: The Life of Mother Alphonsa, Daughter of Nathaniel Hawthorne*, by Katherine Burton, 274 pp., 75 cents; *Maria Chardelaine*, by Louis Hemon, 198 pp., 65 cents; and *The Path to Rome*, by Hilaire Belloc, 270 pp., 85 cents.

Mental Health in Childhood

By Charles L. C. Burns. Cloth, 86 pp., \$2.75. Fides Publications Association, Chicago 19, Ill.

This brief book describes the major types of maladjustment in childhood and outlines remedies which are within the ability of the average parent and teacher to apply. The author wisely avoids technical language and,

while he is entirely scientific from the medical and psychological standpoints, he makes excellent use of both natural and supernatural means for arriving at an understanding of problem children and of carrying out the corrective treatment. The book is one which teachers, particularly of children in the grades and in the earlier years of high school, may study with benefit.

Highlights of the Summa

By Rev. Gerald C. Treacy, S.J. Paper pamphlets, each 32 pp., 10 cents. *The Divine Architect; The Splendor of Man; Passions, Habits, Virtues; Gifts of the Holy Spirit and Sin, Law, Grace; Sharing God's Life; Religion, Prayer, Sacrifice; The Word Made Flesh; The Sacraments and the Particular and General Judgments*. The Paulist Press, New York 19, N. Y.

A good job of simplifying and abbreviating St. Thomas' work has been done here but as might be expected the beauty of St. Thomas' expression has been lost in the translation. It is marvelous how his philosophy has been summarized in easy to understand language but this simplified presentation could never take the place of the original *Summa*. Wherever possible the original work should be used along with these pamphlets.

A Revised Catholic Book List

Compiled by Rev. Edward S. Stanton, S.J. 24 pp. reproduced from typewriting. 50 cents. Holy Cross College Bookstore, Worcester, Mass.

This notable list is the result of a demand by teachers of college theology and high school teachers of religion. Father Stanton has compiled the list from reviews and evaluations as to readability by 700 freshmen of Holy Cross College during the past five years.

The books are classified as: History, the Church Today, Polemical Books, Remedial Religion, Christian Art and Culture, Liturgy, Sacred Scripture, Spiritual Books, Retreat Reading, Mary, Lives of Converts, and Biography. They are rated in readability as A, B, and C, and those of outstanding readability are starred.

Stories From the Old Testament

By Piet Worm. Cloth, 120 pp., \$3. Sheed & Ward, New York 3, N. Y.

This book tells the story of the Old Testament from the creation of the world to the time of Joseph and his brethren. The book is illustrated in full color and gold, and is a fine example of modern art addressed to young people. The text is simplified to the reading level of children in the lower grades. The book will make a good addition to school libraries and will be an ideal Christmas gift.

Woodworking Projects and Planning Guide

By K. T. Olsen. Cloth, 63 pp., \$1.50. The Bruce Publishing Co., Milwaukee 1, Wis.

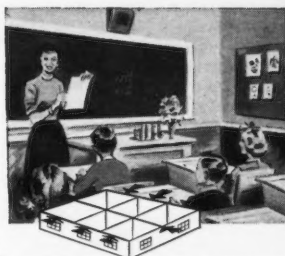
Twenty-three distinct areas of interest are provided in this woodworking project book for boys and girls. Creative art, electronics, home improvement, music, model making, photography, religion, and sports are among the various types of projects included. All projects can be made with hand woodworking tools. Instructions for each include a descriptive statement, pictorial sketch or photograph, working drawing, list of materials, description of necessary tools, and step by step procedure.

(Continued on page 26A)



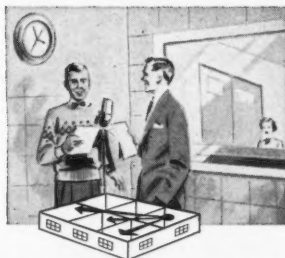
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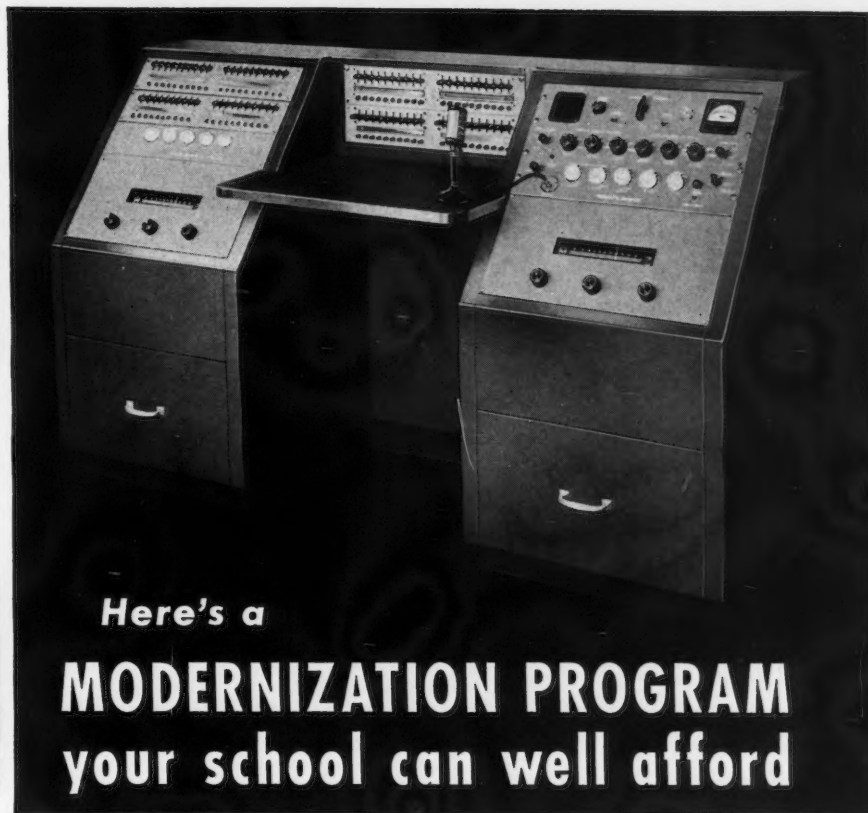
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AD MULTOS ANNOS

★ BROTHER DENIS EDWARD, F.S.C., supervisor of the Christian Brothers Schools of the Baltimore Province, recently celebrated his 70th anniversary as a Christian Brother. Brother Edward was cofounder of the Christian Brothers Education Association in 1939. He was also president of La Salle College from 1911 to 1920 and president of the University of Scranton from 1931 to 1940.

★ BROTHER ARTHUR BOUVIER, C.S.C., of Portland University celebrated, on December 8, the 50th anniversary of his entrance into the Brothers of Holy Cross.

★ BROTHER HUBERT, F.S.C., of La Salle Military Academy, Oakdale, N. Y., celebrated, on December 21, the 25th anniversary of his reception of the religious habit of the Brothers of the Christian Schools. For the past 21 years, Brother Hubert has taught various high school subjects in Bishop Loughlin High School, Brooklyn; La Salle Academy, Manhattan; La Salle Institute, Troy; De La Salle Academy, Newport, R. I.; and Bishop Bradley High School, Manchester, N. H.

HONORS & APPOINTMENTS

Historical Society President

REV. VINCENT C. HOPKINS, S.J., assistant professor of history at Fordham University, has been elected president of the U. S. Catholic Historical Society. He succeeds Charles H. Ridder, publisher of the *Catholic News*, who became treasurer.

Economics Association President

REV. MARK J. FITZGERALD, C.S.C., of the University of Notre Dame, was elected president of the Catholic Economics Association for 1957. He was installed at the association's 15th annual meeting held in Cleveland on December 27.

John Carroll University President

REV. HUGH EDWARD DUNN, S.J., an assistant professor of sociology at the University of Detroit, has been named the president of John Carroll University, Cleveland, Ohio. He succeeds the late REV. FREDERICK E. WELFLE, S.J., as John Carroll's 16th president.

Spellman Theology Award

REV. JOHN C. FORD, S.J., professor of theology at Western College in Massachusetts, received the tenth annual Cardinal Spellman award. The Award, instituted to recognize outstanding achievement in the field of sacred theology by members of the Catholic Theological Society of America, was presented personally by the Cardinal-Archbishop of New York at a ceremony held at Holy Redeemer College, Washington, D. C. Father Ford, a specialist in legal and medico-moral problems, was selected as the winner of the 1956 award by a special committee of the Catholic Theological Society.

"Sign" Associate Editor

REV. GERALD ROONEY, C.P., director of the St. Gabriel Guild for Catholic Social Action at St. Gabriel's Monastery of the Passionist Congregation, Boston, has been named an associate editor of the *Sign* magazine. A member of the Catholic Biblical Association and the Catholic Theological Society of America, Father Rooney is the author of *Preface of the Bible*, an introduction to Sacred Scripture.

Rural Life Head

BISHOP STEPHEN S. WOZNICK of Saginaw, Mich., was named president of the National Catholic Rural Life Conference at its 34th annual meeting held in Brookings, S. Dak. He succeeds BISHOP PETER W. BARTHOLOMEW of St. Cloud, Minn.

Educational Association Officers

VERY REV. JAMES J. SHANAHAN, S.J., president of St. Peter's College, Jersey City, was re-elected chairman of the Eastern Regional Unit, College and University Departments, of National Catholic Educational Association. Elected vice-chairman of the unit was SISTER COLUMBA, S.N.D., vice-president of Trinity College, Washington, D. C.; BROTHER GREGORY, F.S.C., dean of Manhattan College, was elected secretary for the three-year term 1956-59. The Eastern Regional Unit comprises 50 Catholic colleges in New York, New Jersey, Pennsylvania, Maryland, Rhode Island, and Connecticut.

Art Post

REV. EMERIC J. PFIESTER, O.S.B., director of the department of art at St. Vincent College, has been elected vice-president of the Catholic Art Association, an international organization of 1000 members. He will be in charge of the regional directors of New England and Canada, as well as of the Atlantic seaboard and Southern states.

World Affairs Council Member

MONSIGNOR FREDERICK G. HOCHWALT, director of the department of education, National Catholic Welfare Conference, and general secretary of the National Catholic Educational Association, is one of four new members on the advisory council of the World Affairs center for the U. S. The center, which is located in New York, is being formed by the Foreign Policy Association in co-operation with the Carnegie Endowment for International Peace. It will serve as a clearinghouse for organizations active in the international field.

Heads Philosophical Association

MONSIGNOR WILLIAM B. COLLINS, chairman of the Loras College philosophy department, has been named president of the Iowa Philosophical Association. The announcement was made at the annual meeting held at the State University of Iowa in Iowa City.

Cardinal Receives Italian Award

SAMUEL CARDINAL STRITCH, Archbishop of Chicago, was recently presented Italy's highest decoration, the Grand Cross of Merit. It was given to him "in recognition of the many wonderful things he has done for Italy and for the Italian community of his archdiocese."

Duquesne Law Dean

THOMAS FRANCIS QUINN, former dean of the school of Commerce and Finance at St. Louis University, has been appointed dean of the School of Law at Duquesne University. Mr. Quinn is the fifth dean in the School of Law which was established in 1911. He succeeds the late C. Gerald Brophy.

St. Vincent de Paul Medal

At the meeting which honored Bishop McNulty, December 4, St. John's University conferred its annual St. Vincent de Paul Medal upon JOHN M. NOLAN, K.C.S.G., a prominent Catholic lawyer of Paterson, N. J.,

"in recognition of outstanding work on behalf of the needy, sick, and underprivileged." Mr. Nolan has held offices in the Society of St. Vincent de Paul, on local, regional, and national levels.

Christian Brothers Honor

FREDERICK H. ZURMUHLEN, commissioner of public works in New York City, in honor of his services to the Brothers of the Christian Schools has been affiliated to that order. This is the highest honor the Christian Brothers can confer upon persons not members of the order. It entitles the affiliated member to share in the merits of all prayers and good works of the Brothers throughout the world.

REQUIESCANT IN PACE

● MOTHER MARY BERCHMANN CANNAN, mother general of the Sisters of Charity of Leavenworth from 1913 to 1928, died, November 19, at the age of 92. She was in the 67th year of her religious life. During her 15 year administration, pontifical approval of her sisterhood was received in 1921. Mother Mary Berchmann also was the foundress of St. Mary College, Xavier, Kans., which opened in 1923 as a junior college for women and later enlarged to a four-year liberal art college.

● BROTHER HERMAN of the Brothers of St. Francis Xavier, Babe Ruth's first baseball coach, died, December 24, in Baltimore, Md., at the age of 75. Brother Herman was once a 10-second man in the 100-yard dash, and had coached football, basketball, and baseball at a number of schools.

● MOTHER MARY ROSE MCKINNEY, president of the former Ursuline College, New Orleans, La., and founder of Merici Academy, Havana, Cuba, died recently. Mother Rose, who was in the 41st year of her religious life as an Ursuline nun, had served as provincial, councilor, provincial of the southern province of the Order of St. Ursula, superior of the Ursuline convent, and superior of the juniorate of the Ursuline nuns.

● REV. EDWARD J. CAMPBELL, former editor of the *Pilot*, Boston archdiocese paper, died December 14, at the age of 73. Father Campbell had been retired since 1952.

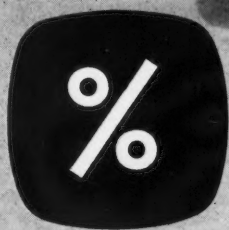
● REV. JOHN J. O'NEILL, for 43 years a professor of languages at Mt. St. Mary's College and Seminary, Emmitsburg, Md., died, December 14, at the age of 77. A native of Great Bend, Pa., Father O'Neill taught in the public schools of Pennsylvania and New York before studying for the priesthood. He also taught at St. Thomas College, now the University of Scranton and spent some time as an assistant at parishes in the Scranton diocese.

● BROTHER CELESTINE, C.F.X., the oldest Xavieran brother in the U. S. died recently at the age of 90. A teacher for 64 years, Brother Celestine had retired in 1950.

● REV. DR. L. PETER RUSHMAN, S.V.D., J.C.D., professor of fundamental theology, Canon Law, and pastoral theology at St. Mary's Mission seminary, Chicago, died, November 12, at the age of 51. Shortly after his ordination in 1933, Father Rushman was sent to the Catholic Fu Jen University,

(Continued on page 48A)

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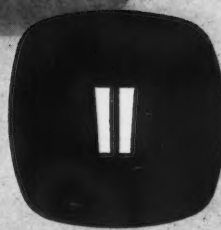
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New Books

(Continued from page 72)

Thoughts for Daily Living

By Fulton J. Sheen. Cloth, 190 pp., \$2. Garden City Books, New York 22, N. Y.

Ten basic concepts (love, happiness, environment, will, character, forgiveness, humility, communication, hope, freedom, and religion and man) are explained here in simple language by Bishop Sheen. As usual he accomplishes his characteristic feat of capturing the essence of deep matters in words intelligible to the average reader. All of the passages are appealingly brief but not harmfully watered down.

Moscow Was My Parish

By Rev. Georges Bissonnette, A.A. Cloth, 272 pp., \$3.95. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This is the autobiography of a self-sacrificing priest who spent two years as a missionary-chaplain in Soviet Russia.

Beethoven Encyclopedia

By Paul Nettl. Cloth, 332 pp., \$6. The philosophical Library, New York, N. Y.

This encyclopedia reads almost like a biography. The story is given piecemeal but it contains far more facts than the average biography. Several hundred entries describe the individual works of Beethoven: symphonies, chamber music, sonatas, etc.; his personal acquaintances, his publishers, his visitors, his biographers, his diseases, his personal habits,

the performances of his works, his philosophy, his religion, and even his favorite taverns and dishes. A chronology, outlining the high lights of his life in the order they occurred, appears at the end of the book. All in all, it provides an excellent reference book on Beethoven.

The World Around Us

By Zoe A. Thrallis. Cloth, 480 pp., \$4.20. Harcourt, Brace, & Co., New York 17, N. Y.

Geography is made meaningful in this exceptionally well-planned junior high school geography textbook. An inviting picture preview is provided in the opening pages which describes and contrasts the climate and natural environment of South America, Arabia, Africa, Alaska, the lands along the Mediterranean Sea, Europe, and the United States. In the chapters following, the various types of natives located in each area and their living habits are described and many photographs and maps are included to brighten the text and complete the lessons.

The Science Counselor

A quarterly journal of methods and information for teachers of science, published by Duquesne University Press, 901 Vickroy St., Pittsburgh 19, Pa. \$2 per year.

This is not a new publication; the June, 1956, issue is No. 2 of Vol. XIX. The work is mentioned here because it has just come to the attention of the review editor and because, many teachers of science, like this editor, have not been familiar with it. If you teach science, you should know about the *Science Counselor*.

Scribner Arithmetic Series

Grades 3 to 8. By Richard Madden, Leslie S. Beatty, William A. Gager, Beulah Echols, Dorris H. Johnson, Carl N. Shuster, and Franklin W. Kokomoor. All are clothbound. Book 3, 328 pp., \$2.12; Book 4, 327 pp., \$2.12; Book 5, 327 pp., \$2.12; Book 6, 343 pp., \$2.12; Book 7, 390 pp., \$2.24; Book 8, 373 pp., \$2.24. Charles Scribner's Sons, New York 17, N. Y.

Special consideration has been given to the individual in this completely new Scribner arithmetic series. Features have been included which readily reveal the individual needs of the pupils and guide the teacher in planning future teaching methods. An unusual answer strip effectively serves this purpose and at the same time provides a practice for quick recall of number facts. Organization of the books is developmental. Each lesson is built around experience, meaning, and practice. Particular emphasis is placed upon problem solving designed to develop ways of thinking. Many problems contain no numbers at all or only partial information.

Deserts

By Delia Goetz. Cloth, 64 pp., \$2. William Morrow & Co., Inc. New York 16, N. Y.

A remarkably complete description of deserts is given in this short, simple book for children aged 8 to 12. Interesting details are related about the many different forms of animal and plant life found in the various deserts located throughout the world. The living habits of the nomads dwelling in each are also sketched. Spotlighting the curious and written on a child's level this book should provide enjoyable educational reading.

Science Research Associates Booklets

Paperbound booklets published by Science Research Associates, Chicago 10, Ill.

The following are recent additions: *Helping Children Discover Books*, by Doris Gates, 50 pp., 50 cents; *Combating the Dropout Problem*, by Charles M. Allen, 48 pp., \$1; *How to Work with Parents*, by Maria Piers, 44 pp., \$1; *Make Your Study Hours Count*, by C.d'A. Gerken and Alice Kemp, 42 pp., 50

(Continued on page 28A)

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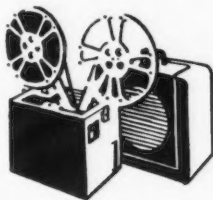
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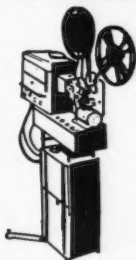
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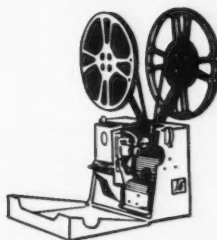
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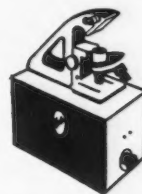
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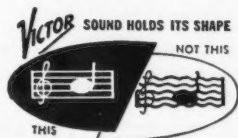
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New Books

(Continued from page 26A)

cents; *Teacher's Handbook*, by Louis P. Thorpe, D. Welty Lefever, and Robert A. Naslund, 48 pp., 35 cents; *Modern Man*, by Ashley Montagu, 50 pp., 60 cents; *Guide to Good Leadership*, by Kenneth A. Wells, 50 pp., 50 cents.

National Foundation for Infantile Paralysis Publications

The following pamphlets may be obtained free of charge by educators from The National Foundation for Infantile Paralysis, Division of Public Education, 120 Broadway, New York 5, N. Y.: *Polio: A High School Assembly Kit*; *Poliomyelitis—A Source Book for High School Students*; *Teachers Guide for Poliomyelitis*; *Understanding the Disabled*; and *Health in Your Town*.

Individual Attention — Myth or Reality?

Developed by the Committee on Educational Practices of the National Council of Independent Schools. Paper, 8 pp., packet of 10 copies \$1. National Council of Independent Schools, Boston, Mass.

A guide for faculty discussion on the nature and extent of the individual attention given their students.

Juvenile Delinquency

Vol. 28, No. 2 of The Reference Shelf Series. Edited by Grant S. McClellan. Cloth, 183 pp., \$2. H. W. Wilson Co., New York 52, N. Y.

Opinions regarding juvenile delinquency have been gathered here on a wide enough range to achieve a somewhat penetrating analysis of the subject. Up-to-date statistics are given along with some new thoughts on the matter. The speeches and articles are grouped under four main subject titles: Children in Trouble, The Juvenile Delinquent and His World, The Law and Juvenile Courts, and Taking Further Steps. Among the 25 authors quoted are: J. Edgar Hoover, Gordon George, Robert Lindner, Fredric Wertham, Jacob Panken, Marjorie Rittwagen, Betram M. Beck, and Ernest O. Melby.

Murals for Schools

By Arne W. Randall, Cloth, 110 pp., \$5.95. The Davis Press, Worcester 8, Mass.

Teachers in the grade and high schools who would like to introduce mural projects to their classes but don't know where or how to start should find this basic text very helpful. The fundamentals of mural making are explained simply and clearly in a matter of five chapters. Emphasis is on classroom usefulness, simplicity, and creativity. Many ideas for mural themes are suggested and the proper use of materials is explained.

The Story of Eleanor Roosevelt

By Jeanette Eaton. Cloth, 251 pp., illustrated, \$3.95. William Morrow & Co., New York, N. Y.

This book, addressed to young people, is an appreciative biography. The first six chapters relate to the girlhood and early married life of Mrs. Roosevelt and of her immediate family. The next five chapters are devoted almost exclusively to her public life and work as the wife of Franklin D. Roosevelt. The final three chapters tell the story of her experiences and activities in the League of Nations and in the patriotic organizations in

(Continued on page 29A)

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New Books

(Continued from page 28A)

which she has been engaged since 1945. She is given credit for leadership in formulating the debatable Declaration of Human Rights and other U. N. documents. The numerous illustrations are well chosen.

Speak Up

By Harlen Martin Adams and Thomas Clark Pollock. Cloth, 464 pp., \$3.40. The Macmillan Co., New York 11, N. Y.

The relationship of reading, writing, and listening activities to effective speech are stressed in this speech text. Also given emphasis is personality development, a topic of universal appeal to teen agers. Each chapter is complete in itself and is concluded with an evaluation chart and helpful rehearsal material.

Where Dwellst Thou?

By John A. O'Brien. Cloth, 188 pp., \$2.95. Gilbert Press, Inc., New York, N. Y.

Quite a cross range of professions is represented in this latest collection of convert stories compiled by Rev. John A. O'Brien. To substantiate his claim that the Catholic Church is a temple with a hundred gates and pilgrims enter from every angle Father O'Brien presents here the personal stories of such outstanding converts as Karl Stern, Paul Hume, Lillian Roth, Irwin St. John Tucker, G. B. Stern, Theophilus Lewis, Group Captain Leonard Cheshire, Helen Iswolsky, Maurice Fischer, Ronald A. Knox, Milton Lomask, Herbert Thomas Schwartz, and Esme William Howard.

Mission Indians of California

By Sonia Bleeker. Cloth, 142 pp., \$2. William Morrow & Co., New York, N. Y.

This book outlines the customs of the Indians of southern California who are, for convenience, named Mission Indians. The one chapter devoted to the work of the missionaries who came with Father Serra does not make clear the beneficent work of the missionaries as against the coercive control exercised by the Spanish soldiery and the civil authorities.

Catechism on the Religious State

By Louis Fanfani, O.P. Tr. by Paul C. Perrotta, O.P. Cloth, 194 pp., \$3.50. B. Herder Book Co., St. Louis 2, Mo.

The author, who died in December, 1955, was a teacher, a theologian, and the author of books on theology and the religious life. His preface to the *Catechism on the Religious State* sets forth his purpose "to guide with the greatest possible brevity and clarity—novices of any religious institute in their immediate preparation for profession" and to "fulfill the expressed requirements of the Code which demand the acquisitions of clear and precise notions on what the religious life is in itself, apart from the particular rules of the institute in which one is to make profession."

An examination of the book will convince the reader that its purpose is fulfilled, admirably. The definitions and explanations are briefly, clearly, and concisely worded. The novice who reads them attentively, especially when his or her instructor has used them as an outline for his course of lectures, will know exactly what he is undertaking.

The translator notes that, "for the purpose of this translation, Father Fanfani brought the work up to date, so that in this English version the reader will find several notes and recent decisions not found in the original Italian."

(Continued on page 30A)

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New Books

(Continued from page 29A)

Textbooks in Print

The American Educational Catalog, 1956. Paper, \$1 prepaid, \$2 billed. R. R. Bowker Co., New York, N. Y.

This annual catalog of text and reference books includes some 12,000 titles, classified by subject, for use in elementary schools and junior and senior high schools.

Tomorrow's Birthright

By Barrow Lyons. Cloth, 424 pp., \$5. Funk & Wagnalls Co., New York 10, N. Y.

This textbook aims at providing a political and economic interpretation of our natural resources. The author is convinced that there

must be public control of the nation's wealth in soils, water, power, forests, metals and minerals, coal and oil, and atomic energy. The author is skeptical of the willingness of private capital to handle these resources as effectively and as economically as public authorities, particularly when the long-range preservation of resources is taken into account. He advocates co-operation between private owners and public agencies, and the strengthening of the government's representatives in handling the problems at local and national levels.

The Role of the Laity in the Church

By Msgr. Gerard Philips. Translated by J. R. Gilbert and J. W. Moundry. Boards, 175 pp., \$3.25. Fides Publishers, Chicago, Ill.

This welcome book discusses the principles which should determine the place of the laity in the Church and its fields of activity, together with its relations and limitations in

work with the clergy and hierarchy. The approach throughout is entirely theological and, while consideration is given to sociological matters, the purpose is to develop the spiritual life of the lay individual, of the parish, and of the community as a whole. The book will be of equal value to priests and religious, and to laymen who want to master the deeper implications of the laity in Church government, of lay relations to the magisterium, and of a lay spirituality. It is a pity that the translators could not supplement the author's citations and experiences from French, Belgian, and German sources by examples from American conditions and achievements. An index will be welcome in a second printing.

The Federal Credit Union

By J. T. Croteau. Cloth, 210 pp. Harper & Bros., New York, N. Y.

During the past 20 years the credit union has grown into a financial and social institution which embraces some 115,000 unions in all states, with a membership of 7,200,000 members and assets in excess of \$2,160 million. About one half of all credit unions are organized under state laws, which mostly preceded in time the federal law, and the rest are federal unions. This book which is a comprehensive study of the whole theory, policy, and practice of mutual loan associations are organized under federal legislation, makes clear that the unions are solidly established and are still in a period of growth, expansion, and policy adjustment. The book does not advance the idea that federal unions are better than those established under solid and well-balanced state legislation and supervision. Teachers of economics and sociology will find the book helpful in teaching important facts about credit unions, personal and family credit, thrift, and the theory and practice of personal and social co-operation.

Rules for Spiritual Life

By José Guadalupe Treviño; trans. by Rev. Benjamin B. Hunt, C.S.P. Cloth, 189 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1956.

These 18 rules for the spiritual life, explained as they are in intelligible language constitute a practical handbook outlining the stages of spiritual progress from the time one has turned from mortal sin to the time one lives a life of union with God. It will be of inestimable value for all who want to lead a truly Christocentric life.

English Workshop: New Series

Grades 7 to 11. Paper, each \$1. Grade 12, \$1.12. Grade Seven, 217 pp., Grade Eight, 220 pp., both by Fay Greiffenberg, John E. Warriner, and Joseph C. Blumenthal. Grade Nine, 218 pp., Grade Ten, 220 pp., Grade Eleven, 220 pp., and Grade Twelve, 252 pp., by John E. Warriner, and Joseph C. Blumenthal. Harcourt, Brace and Co., New York, N. Y.

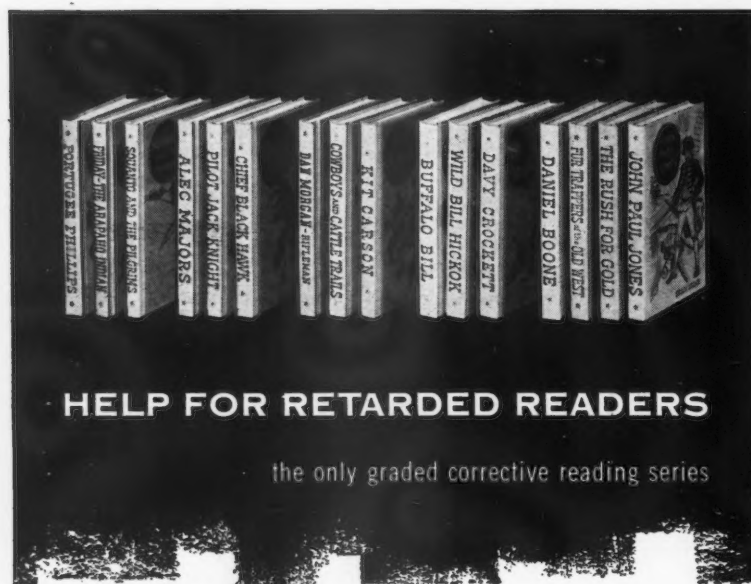
These are especially complete English workbooks which provide more than just a collection of drill sentences. Helpful explanatory passages introduce each new section, explain the fundamental rules of grammar and give meaning to the drill sentences that follow. Each book contains approximately 2800 drill sentences. Each chapter also contains a spelling lesson, a chapter review, and a cumulative review.

Vocational and Professional Monograph Series

Paper pamphlets. \$1 each. Bellman Publishing Co., Cambridge, Mass.

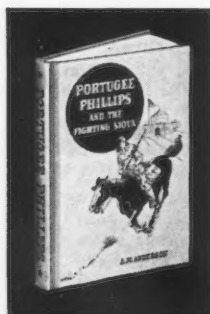
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(Continued on page 32A)



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New Books

(Continued from page 30A)

sented in this extensive series. Authorities in the various fields provide helpful material on the history of a specific occupation or industry, qualifications for employment, training required, methods of entry, opportunities for advancement, earnings, general trends in the occupation or industry and sources of further information. Among the occupations discussed are dentistry, fashion designing, religion, adult education, metallurgy, modeling, the railway industry, the meat packing industry, personnel administration, astronomy, the tool and die industry, the pen industry, the soap and detergent industry, life insurance, the American motor transport industry, the dairy

industry, stock brokerage business, and the jewel industry.

Other Peoples Children

By Anna Judge Veters Levy. Cloth, 287 pp., \$3.75. Ronald Press Co., New York, N. Y., 1956.

This is an account of 14 cases as they unfolded themselves in Judge Levy's juvenile court in New Orleans from amongst the 30,000 cases that came before her in her eight years in the juvenile court. The cases are selected to give a view of the many aspects of the problems of juvenile delinquency. In an Epilogue, the author discusses the needed equipment and facilities and present deficiencies of a juvenile court and summarizes her wide experience in studying juvenile courts in this country and abroad. Judge Levy was an active civic worker in all phases of the youth

problem and an active worker in Catholic social welfare organizations.

Teachers should be greatly interested in case studies of the children in their classes who become or are juvenile delinquents.

Dictionary of Scholastic Philosophy

By Bernard Wuellner, S.J. Cloth, 156 pp., \$4.25. The Bruce Publishing Co., Milwaukee 1, Wis., 1956.

A comprehensive dictionary of terms of Scholastic philosophy especially those of Aristotle and St. Thomas, and those used by popular modern textbooks. A really unique aid to students, who can't begin to comprehend the statements of philosophy without a knowledge of its vocabulary.

The Magnificat

The Magnificat, a literary magazine, published for many years by the Sisters of Mercy, recently has undergone a change in format and not long ago acquired a new editor, Sister M. Walter, who has contributed a number of educational articles to the CATHOLIC SCHOOL JOURNAL. The September issue opens with a poem "Prophecy" by Theodore Maynard. The editor urges the observance of a "Teachers Day" and compliments the Diocese of Youngstown, Ohio, on its "Sisters Day." Near the end of the issue is the first installment of comments on the latest books—good, bad, and indifferent. The new commentator or reviewer is Doran Hurley—quite an acquisition for any magazine. *The Magnificat's* office is at 131 Laurel St., Manchester, N. H.

Dictionary of Spanish Literature

By Maxim Newmark, Ph.D. Cloth, 359 pp., \$7.50. Philosophical Library Inc., New York 16, N. Y.

This is a valuable reference book for American students of Spanish and Spanish American literature. It contains entries on great anonymous masterpieces, the major and minor novelists, poets, dramatists, essayists, literary critics of Spain and Spanish America, biographies, critical evaluations, significant movements, schools, literary genres, definitions of terms in Spanish metrics, philology, linguistics, scholarly journals, source works, text collections, bibliographies, and literary, cultural, and educational institutions. Entries are arranged in strict alphabetical order. Presentation throughout is factual and concise.

Interdiocesan Philippine Catholic Catechism

Prepared by the Episcopal Committee on Catechetical Text. Paper, 152 pp.

The teachings of the Bible and tradition are well integrated in this catechism recently prepared for Philippine schools. Many of the answers quote passages from the Bible to prove the biblical basis for the doctrine presented. A wide range of basic material is covered including the Creed, grace, the sacraments, sin, virtue, prayer, and the Commandments. To guide the teacher in selection of material a small numeral indicating its grade level directly precedes each question.

Living in the Social World

Third Edition. By James A. Quinn and Arthur Repke. Cloth, 536 pp. J. B. Lippincott Co., Philadelphia, Pa.

A positive approach to sociology is taken in this basic sociology text. The normal aspects of social life and organization are emphasized rather than the unusual and unnatural. Each area is covered thoroughly. An especially complete study is made of the major

(Continued on page 40A)

LATEST FROM PALMER METHOD



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IN CALIFORNIA

St. Joseph's, Cupertino

A large, one story elementary school building was opened last fall at St. Joseph's parish, Cupertino, Calif. It was opened only to three grades but the pastor, Rev. Philip F. Ryan, expects to add a grade a year to the school. The modern building is of frame and stucco construction, a buff-white trimmed in green. The interior is of natural plywood finish. The classrooms are large and flooded with light from an eastern exposure. Louvered western windows diffuse the slanting sunlight. Each classroom has an accordion-doored wardrobe. The two lower grades have drinking fountains and wash sinks in the classrooms.

St. Joseph's, Menlo Park

Dedication ceremonies were held, October 28, at St. Joseph's parish, Menlo Park, Calif., to bless the new parish school. The new building, which replaces a small frame structure donated in 1906, is made of light-toned stucco with a brick trim. Modern but home-like, it contains eight classrooms, a nurse's room, lay and religious faculty rooms, library, kitchen, lunchroom, lavatories, storage room, and an all-purpose room.

Stations of the Cross mark the interior corridor of the upper school wing while the mysteries of the Rosary have been used for the hallway of the lower school area. Sky domes make maximum use of daylight in the classrooms; a 12-foot overhang extends around the building and for the protection of young travelers, a 16-foot overhang has been used at the bus entrance.

La Salle High School, Pasadena

The ninth California high school to be staffed by Christian Brothers, La Salle High School, was opened in September at Pasadena. A large modern building, the new structure will eventually accommodate 350 students. It is three stories high and contains eight classrooms, chemistry and physics laboratories, mechanical drawing and typing rooms, library, bookstore, cafeteria, audio-visual room, temporary shower room, and offices. Future plans for the school include a combination auditorium-gymnasium, an additional classroom wing, and an addition to the Brothers' residence.

Providence High School, Burbank

A modern 19-classroom Providence High School building was opened on September 11 at Burbank, Calif. The structure, which is made of brick and concrete, is divided into three units. It has modern furnished administration offices, individual counseling rooms, health room, and completely appointed science and commercial departments. Unit B houses the art department, home economics department with six gas ranges and electric range, serviceable sewing tables equipped by Peek and Muench, a spacious choral and drama room and a conveniently planned music department. The third unit centers emphasis on a spacious and artistic auditorium.

St. John Baptist, El Cerrito

A unique two-story school building with outside play yard exits for each classroom was opened this fall at St. John the Baptist parish, El Cerrito, Calif. The building con-

structed of reinforced concrete in contemporary California design is completely fireproof. It is very well lighted too; light streams in from the north glass wall and from skylights in the halls. Each classroom has ample drawer storage space and sliding door wardrobes. Other attractive features of the building are: acoustical tile ceiling, public-address system throughout, each classroom a different color, green tinted corridors, Roman brick facing, and a large administrative suite that includes a library.

Corpus Christi, Oakland

Construction of the new school and auditorium building for Corpus Christi parish, Piedmont, Calif., was completed in time to permit a fall opening of the school. The new two-story building is constructed of reinforced concrete, structural steel, and wood. The floors are of asphalt tile. The eight classrooms, corridors, and administration areas have colored stucco walls with natural wood wainscots. The ceilings are of acoustical plaster. The school floor contains eight classrooms for 400 students. The administration area contains a general office, the principal's office, school supply rooms, nurses' room, teachers' room, and the school library.

The ground floor contains an auditorium seating 850 persons, a stage with two dressing rooms, a cafeteria, kitchen, meeting rooms, Boy Scout hall, showers, lockers, gymnasium, and washrooms.

St. Mary's, Stockton

A new St. Mary's High School, Stockton, (Continued on page 36A)

A persuasive introduction to SCIENCE for High School Students

by Painter and Skewes

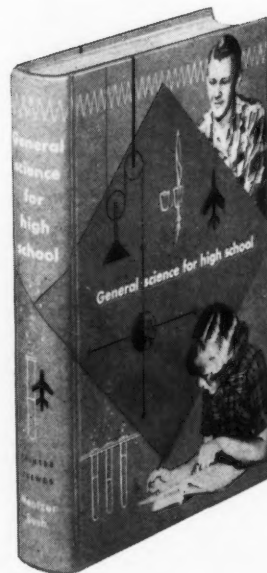
AMERICA NEEDS MORE SCIENTISTS — and one way to get them is to attract — and hold — the interest in science studies of the high school freshman. But many youngsters are poor readers, and are discouraged by the vocabularies and concepts of textbooks. The authors of **GENERAL SCIENCE FOR HIGH SCHOOL** — a 1955-revision of a popular textbook — have emphasized simplicity of language and approach, to help win more students to this rewarding and critical profession. The publishers have contributed by making the book modern and attractive in design and binding. *The only high school textbook in General Science which recognizes the Divine Plan of Creation.* It is one of three textbooks awarded the Certificate of Excellence by The Society of Typographical Arts, 1956. See also:

Study Guide and Manual and separate Test Booklet
by the same authors.

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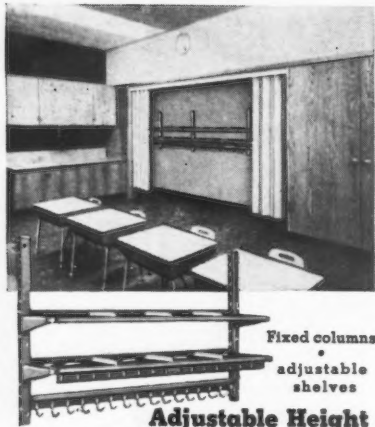
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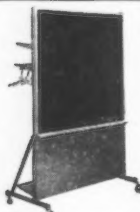
CHALKROBE®

Dual-purpose wardrobe rack. Provides two 4 ft. hat shelves, 4 ft. Hook and Hanger rails for coats adjustable in height to all age groups. 4 ft. overshoe shelf. And, on other side a 50" x 48" chalkboard. Portable or stationary.



CORKROBE®

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Write for "Schooline" Catalog SL-28

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Building News

(Continued from page 34A)

Calif., was opened this September. The building, styled along contemporary lines, combines beauty with functional practicality. It is one story high with breezeways connecting its units. Louvers break the glare on the sunny side of the building but for the most part the building makes the most of natural illumination. Tinted heat-resistant glass for maximum light has been used in the double corridors. When films or slides are used, blackout drapes cover the large outside windows in the classrooms. Transom windows on the opposite side of the classrooms receive light from the halls.

Fluorescent lighting provides additional illumination; acoustical tile cushions sound throughout the rooms, corridors are done in rubber tile and classrooms in asphalt tile. Doors are of birch. All of the classrooms are furnished with full size, plastic topped desks which can be adjusted to suit the size and comfort of the occupant.

IN CONNECTICUT

St. Brendan's, New Haven

A new 11-classroom St. Brendan's parish school was opened this fall at New Haven, Conn. Dedication ceremonies were held November 11. The building, made of fireproof construction, has an exterior of selected brick with granite and limestone trim. It is built on two levels, the lower level containing primary classrooms, lunch and meeting room, kitchen, science, and music rooms. On the upper level are additional classrooms, library, and administration and health units.

The classroom interiors are finished in cinder block painted in pastel tints and floors are covered with light-colored asphalt tile. Equipment in each room includes green slate chalk boards set in aluminum trim, built-in wardrobes and storage areas. In the first floor corridor near the main entrance is a large carving of the crucified Christ against a background of deep red velour. Flanking the Corpus are plaques depicting the coats of arms of Pope Pius XII and Archbishop Henry J. O'Brien.

St. Ann's, Waterbury

St. Ann's new 16-room parish school in Waterbury, Conn., was formally dedicated on November 18. The building which has been occupied since the beginning of the 1956 school year is two stories high and has exterior walls of brick. Eight spacious classrooms are contained on each floor, and the basement area contains storage areas and a health clinic. Areas have been provided for future completion as stage and dressing rooms, shower and locker units. An outstanding structural feature of the building is the use of large window areas in each classroom, which extend from a point slightly above the first floor to the roof, providing maximum light and ventilation. The school's street entrance has a large canopy-covered platform affording protection during inclement weather.

IN ILLINOIS

St. Paul's, Danville

The first school in the history of the parish was opened this fall at St. Paul's parish, Danville, Ill. A building, constructed at a cost of \$176,000, was erected to accommodate the children of the parish who have been attending St. Patrick's school. The building contains six classrooms, an auditorium and gym,

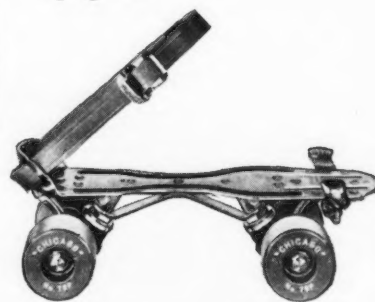
(Continued on page 37A)

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"CHICAGO"

Roller Skates

4494-B West Lake, Chicago 24, Ill.

Building News

(Continued from page 36A)

a large entrance lobby which will eventually serve as a library, a principal's office, a conference room, a fully equipped kitchen, and lavatories and shower rooms. The gymnasium-auditorium is 75 feet long and 50 feet wide and will seat 525 people. The boiler room, lavatories, and shower rooms are large enough to care for an additional four classrooms which the parish hopes to add in the near future.

St. Francis Academy, Joliet

A new two million dollar St. Francis Academy has been built in Joliet, Ill. The building, under the direction of the Sisters of St. Francis of Mary Immaculate, covers an area of three acres. The administration wing includes offices for the principal, vice-principal, bookkeeper, and a general office. A public-address room and a nurses' room complete this section. There are 25 home rooms, each accommodating approximately 40 students. There are also biology labs, one physics and chemistry lab, and a science lecture room with sloping floor. The Glee Club and orchestra also have special rooms, which accommodate approximately 100 students. The sunken glee club room has a special high ceiling for better acoustics. The music department also has four private studios and six practice rooms.

The gym which is large enough to hold two gym classes simultaneously, is separated by large folding doors. Bleachers on the sides of the gym will seat 600. The library, situated on the second floor, will accommodate 150 students.

Rosary College, River Forest

Rosary College, River Forest, Ill., has announced plans to construct an addition to the present Albertus Magnus Science hall. This building will be the first of four proposed buildings in an expansion program to include a new residence hall, an addition to the library, and a chapel. Designed for maximum utility and economy, it will provide much needed space for further study and scientific research. It will offer the latest and most advanced equipment for science majors, providing a stepped lecture room seating 85 students, a new geology laboratory with expanded facilities for the study of geology and elementary paleontology. Additional areas have been set aside in the new building to insure the proper continuation of facilities for foods and nutrition and home economics.

IN MICHIGAN

Michigan State U., Kalamazoo

Construction of a new Catholic Student Center at Michigan State University, Kalamazoo, Mich., is well under way. The cornerstone of the building was blessed in October. The center, which is a project of the Diocesan Development Fund of the Lansing Diocese, will be a two story and basement structure. It will contain suites for priests, bachelor apartments, conference room, library, two classrooms, and two offices. The chapel will contain the student church sanctuary, two sacristies, confessionals, and baptistry.

IN OHIO

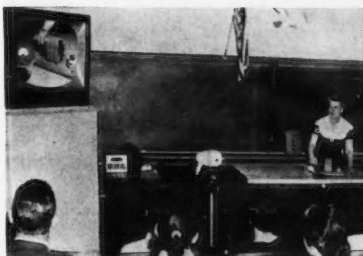
St. Joseph High School, Fremont

A new St. Joseph High School was formally blessed in Fremont, Ohio, on November 18. It

(Concluded on page 38A)

CLOSED-CIRCUIT TV *in action*

See how schools are using GPL *ii-TV** to cope with large classes and teacher shortages



All students see science demonstration close up at Port Chester (N.Y.) High. Tiny GPL camera eliminates crowding around desk, need for repeated explanations.



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AASA SHOW
BOOTH 27-31



General Precision Laboratory Incorporated

Building News

(Concluded from page 37A)

is a three story structure which was built and furnished at a cost of \$650,000. The first floor of the building is devoted mainly to a cafeteria that will seat 460. It also contains a home-economics room, band and glee club practice room, band director's office, two smaller practice rooms, shop room, boys' and girls' physical education dressing rooms, athletic offices, locker, shower and equipment drying rooms. Entrance to the gym is on the second floor. With a balcony and rollaway bleachers, it will seat about 1600. Folding chairs, for auditorium use, are stored under the stage. The second floor also includes 10 classrooms, offices, ticket booth and a combination lounge and office for faculty priests and laymen. On the third floor are found three laboratories: physics, chemistry, and biology; a study hall with adjoining library, two commercial rooms, and a lounge for the Sisters and laywomen of the faculty.

St. Vincent de Paul, Toledo

A \$400,000, 14-classroom school recently built for St. Vincent de Paul Parish, Toledo, Ohio, was formally blessed on November 11. The two-story brick structure has been in use since September 24. On the first floor are seven classrooms, a main office with public-address system to all rooms, two smaller offices and lavatories. The second floor includes seven classrooms, a teachers' lounge, library, storeroom, and lavatories. Classrooms have green chalk boards, recessed lockers, and nonglare glass above the regular windows.

IN PENNSYLVANIA

Cardinal Dougherty High School, Philadelphia

Cardinal Dougherty High School, a high school for 6000 which is believed to be the largest Catholic high school in the world, was officially opened this fall in Philadelphia, Pa. Designed for co-institutional teaching, the building is U shaped with one large wing for boys and another for girls. It occupies more than a city block and contains 112 classrooms, a 2000-seat auditorium, and a cafeteria that will accommodate 2000. A chapel seating 108 students occupies a central location on the second floor, while immediately above it is a large library. An elevator at the center of the building is for the use of the faculty and of handicapped students. Special classrooms include biology laboratories and lecture rooms, one secretarial laboratory, eight typing rooms, two book-keeping rooms, two chemistry laboratories, two chemistry lecture rooms, two visual aids rooms, one physics laboratory, one physics lecture room, two art rooms, one mechanical drawing room, one general science laboratory, four home-economics laboratories, and an electronic laboratory.

There are also two soundproof music rooms, each with individual practice compartments, separate medical and dental rooms for boys and girls, student publications rooms, book-stores, stationery stores, and storage rooms.

Monsignor Bonner, Drexel Hill

One unit of the Monsignor Bonner High School under construction in Drexel Hill, Pa., was opened, September 5. This unit which is L-shaped contains the main classrooms, chapel, library, and administration offices. The other

unit of the red brick, limestone trimmed building will be completed in January. This unit contains an auditorium, gymnasium, and cafeteria as well as additional classrooms. The completed building will house a total of 50 classrooms, plus science laboratories and special purpose rooms. Eventually it will take care of 3000 boys. The auditorium will seat 1100 and the gym will seat about 1200. The latter features a maple floor with regulation basketball court and two practice courts. Corridors of the new building are of terrazzo, having acoustic tiled ceilings, and are lined with student lockers built into the walls.

IN WISCONSIN

St. Anne's, Milwaukee

A \$700,000 school built for St. Anne's parish, Milwaukee, Wis., was formally dedicated on October 28. It is a two story building which contains 16 classrooms. All but two of the classrooms were put to immediate use. In addition to the classrooms, the school has a library, audio-visual room, music room, and three offices. The lower floor has a gym-assembly hall, six meeting rooms, as well as a larger room with a stage that will be used by dartball teams, dining room and kitchen, and team and shower rooms. A boiler room, with new heating and ventilating equipment, has been installed.

St. Mary's, Lomira

An "open house" was held at St. Mary's parish, Lomira, Wis., to mark the completion of the \$130,000 school and convent. The school building, a one-story, full-basement structure, contains 3 large classrooms, music room, chapel, office, lavatories, a large dining room, kitchen, laundry room, game rooms, boiler and storage rooms. The two-story convent contains a kitchen, dining room, study, visiting parlor, and five bedrooms and a storage room.

CATHOLIC UNIVERSITIES EXPAND

A survey recently made among the presidents of the major Catholic universities in the U. S. revealed that eleven of the nation's largest Catholic universities are planning an unprecedented \$174,000,000 expansion program to make room for more students. The program ranging over the next two decades will provide facilities for a 55-per-cent increase in enrollment over present levels. For the short term, the schools have under way a five-year, \$51,850,000 program which will increase their facilities some 22 per cent.

New Medical-Dental School

New Jersey's first medical-dental school, the Seton Hall College of Medicine and Dentistry, opened on September 12 in facilities leased in the Jersey City, New Jersey Medical Center. The new school is only the fifth medical and dental unit under Catholic auspices in the nation. The other four are Creighton, Georgetown, St. Louis, and Marquette. Dr. Charles L. Brown and former Captain Merritte M. Maxwell have been named deans of the college of medicine and the college of dentistry respectively. Dr. Brown has been dean of the Hahnemann Medical College in Philadelphia. Previously he had served as an instructor in internal medicine at Harvard, as associate professor of medicine at the University of Michigan, and from 1936 to 1946 as head of the department of medicine at Temple University. Dr. Maxwell has been chief of dental service at the Naval Hospital in San Diego. He had two tours of duty on the teaching staff of the Naval Dental School in Washington, where he was director of the intern and residency programs.

Almost a thousand applications have been received for admission to the charter class of eighty medical and forty dental students.

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New Books

(Continued from page 32A)

factors influencing social relations, including culture, geographic environment, biological factors, nature of race, population, and immigration. Discussion throughout is sound and intelligent but lacking in spiritual insight. All bibliographical and statistical material has been revised and brought up to date.

Our Senses and How They Work

By Herbert S. Zim and Herschel Wartik. Cloth, 64 pp., \$2. William Morrow & Co., Inc., New York 16, N. Y.

A general knowledge of the workings of the senses can be obtained from this clearly writ-

ten book explaining the physiology and importance of the senses to the individual. Large, detailed illustrations picture in enlarged form the structure of each of the sense organs. The function and purpose of each is explained fully in accompanying written matter. Several experiments are suggested which should help keep student interest and aid in the learning process. Although it is written chiefly for children aged 8 to 12 it might easily serve, too, as high school reading matter.

American Catholics and the Intellectual Life

By John Tracy Ellis. Cloth, 64 pp., \$1.25. Heritage Foundation, Chicago 1, Ill.

This is a reprint of an address read by Father Ellis at a convention of American

scholars in St. Louis during the spring of 1955. It is in effect a severe criticism by a competent observer of the place which educated Catholics and especially Catholic intellectuals occupy in American public life, in education, and in scholarly company generally.

We think that the author does not fully make the point that there is among Catholics an anti-intellectual attitude. Much of the failure of Catholic intellectual life has grown out of the fact that in numerous communities the Catholics are still second generation immigrants who have been so busy establishing themselves that they have not been able fully to avail themselves of the opportunities of higher Catholic education. This situation is changing rapidly especially in the east and middle west. A study such as the author has made here is a terrific spur not only to the Catholic laity but more especially to clerical and religious groups who are responsible for the educational services rendered by their high schools and colleges. The book should be read and pondered by every Catholic educator. Bishop Wright of Worcester provides a sympathetic prefatory note.

The 4-H Club Leader's Handbook

By T. T. Martin. Cloth, 160 pp., \$3. Harper & Brothers, New York 16, N. Y.

The value of social science and educational psychology in 4-H Club work are effectively shown in this leaders' handbook. Educational principles are examined and applied to actual club situations. Designed to further improve the methods of dealing with rural people in promoting extension education it presents methods for evaluating 4-H Club work, yardsticks for measuring the development of a club, and of the co-operation and sponsorship of parents, and suggestions for readjustments within clubs and follow-up procedures after the readjustments are made.

The Open Book

Edited by Pamela Whitlock. Cloth, 222 pp., \$3.75. P. J. Kenedy & Sons, New York 8, N. Y.

This is an unusual anthology of stories, poems, articles, songs, and drawings for teenagers. The majority of its selections have a religious theme which has been developed to just the proper extent for teen-age readers. It goes into its subject matter deeply enough to provide teen-agers with a treasure of valuable principles and yet it always remains enough above the surface to retain their interest. Contained in its five parts are short stories taken from the Gospels and rewritten in modern idiom, essays about the two great commandments, the story of Christmas, stories of general interest, and a selection of songs with music. Contributors include Philippa Stewart Craig, Father Kehoe, F. J. Sheed, Caryll Houselander, H. C. Beeching, Gerald Bullett, Clare Nicholl, Charles O'Connell, and Michael Gareth Llwyllan.

Balboa, Finder of the Pacific

By Ronald Syme. Cloth, 93 pp., \$2.50. William Morrow & Co., Inc., New York 16, N. Y.

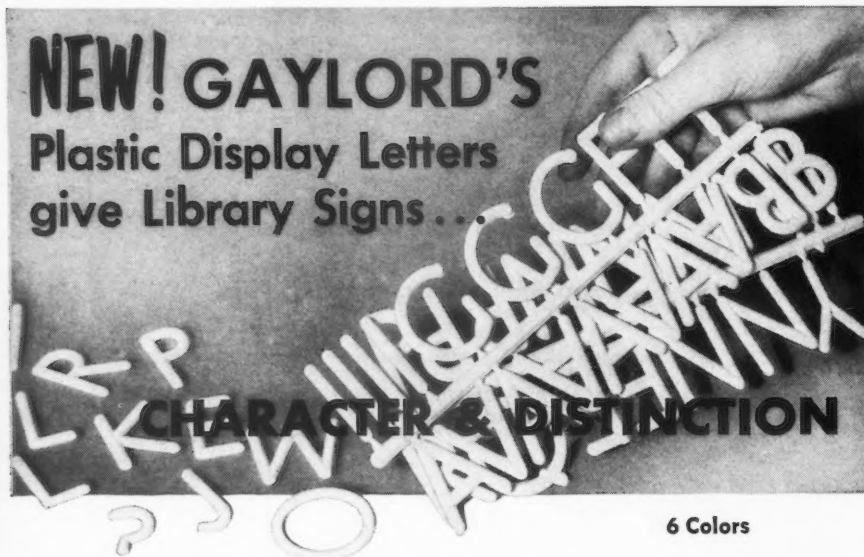
This book tells in dramatic form for children of the middle grades, the life story of Balboa. His explorations, and particularly his last voyage for the discovery of the Pacific Ocean, are emphasized. The illustrations are as dramatic as the book itself.

Journeys Into America

By Arno Jewett, Marion Edman, Ruth Scannell, and Paul McKee. Cloth, 630 pp., \$3.80. Houghton Mifflin Co., Boston, Mass.

Far superior to many of the other basal readers currently on the market this text well deserves the examination of efficient elementary teachers. It "goes modern" without foregoing popular classical selections.

(Continued on page 43A)



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New Books

(Continued from page 40A)

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The Catholic Viewpoint on Race Relations

By John LaFarge, S.J. Cloth, 190 pp., \$2.95. Hanover House, Garden City, N. Y.

This book, the first of a series in which it is proposed to examine problems facing Catholics and the Catholic Church in the United States, reviews the recent history and present attitude of the Catholic Church toward Negro and white relations. Much of the material has been garnered from the author's writings in various periodicals. The book has considerable current value, particularly in view of the fight for racial integration in the schools and the present campaign of various Negro and white organizations for a more human and charitable attitude between the racial groups.

Science for Progress

By Maurice U. Ames, Arthur O. Baker, and Joseph F. Leahy. Cloth, 576 pp., \$4.40. Prentice-Hall, Inc., New York 11, N. Y.

Up-to-date, simply written, and using the personal approach, this general science book is sure to appeal to high school students. It covers the fundamentals of science while stressing its social effects and implications. Presentation throughout is brief and to the point. Many interesting pictures and diagrams brighten its pages and at the end of each cycle is abundant review material and numerous activities, projects and questions.

English at Work Series

Courses 1-4. By Margaret M. Bryant, M. L. Howe, Philip Jenkins, and Helen T. Munn. Cloth. Course 1, 544 pp., \$2.96. Course 2, 544 pp., \$2.96. Course 3, 538 pp., \$3.12. Course 4, 544 pp., \$3.12. Charles Scribner's Sons, New York 17, N. Y.

Based on the inductive process of study this high school English series sets aside the unmeaningful definition and rule memorization approach. The technique of oral and written composition is understressed while the motivation and ideas are given prime consideration. Students are given something appealing for thought and expression. Punctuation, grammatical agreement, and acceptable usage are all reasoned out. A summary and review of the grammar procedures is supplied at the end of each book. Mastery tests are also provided at the end of each grammar section.

Plays for Grade and High School Children

By Sister M. Genevieve Lauder, B.S., S.C. Cloth, 112 pp., \$3. Exposition Press, Inc., New York 16, N. Y.

Three original one-act historical dramatizations relating lives of virtue of Catholics of different centuries are presented here. The highlights of the lives of Margaret of Scotland, Demetrius Augustine Gallitzin, and Mother Seton have been worked into appealing, purposeful grade and high school plays. Each can be produced for either a classroom or

school-wide audience, with simple or elaborate props and settings.

Streamline Your Study Habits

By F. Lyman Tibbitts, Ed.D. Paper, 80 pp., 70 cents. Mission Press, Los Angeles 65, Calif.

Practical hints on how to avoid the common pitfalls students meet in studying are described clearly in this study help book for high school and college students. Written by a psychologist, it explains what goes into the "making" of a good student—the mechanics of good study, getting clear lesson assignment, right mental attitude, proper approach to book study, general techniques of study, memorization methods, basic rules for practice, preparation for examinations, and ways to improve reading ability. The book is highly readable and amply illustrated.

Statistical Typing With Tabulation Problems

Second Edition. By S. J. Wanous. Paper, 62 pp., 80 cents. South-Western Publishing Co., Cincinnati, Ohio.

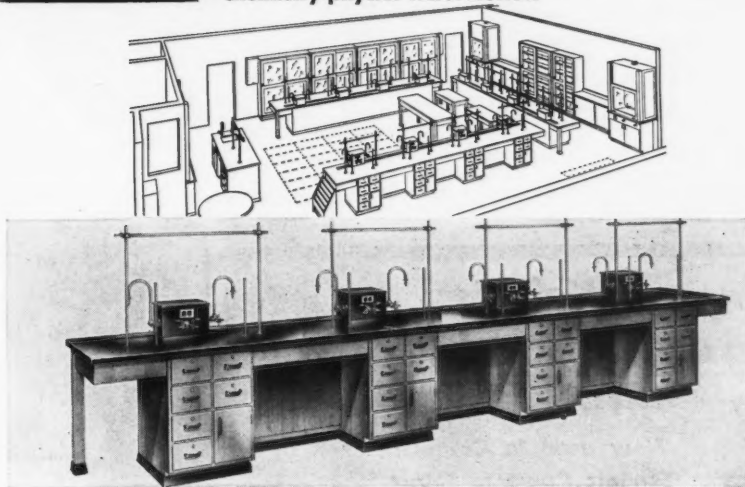
Typing courses should be well rounded out through the introduction of this drill book. It contains abundant drill material to improve statistical typing, an area that doesn't seem to receive due consideration in typing courses. Featured in this second edition are: drills emphasizing figure and symbol keys, short paragraph and calling-the-throw exercises, a section explaining the correct procedure for proofreading tables, and helpful explanatory matter for the backspace centering method of tabulating and the planning of tables by the arithmetic method.

(Continued on page 44A)

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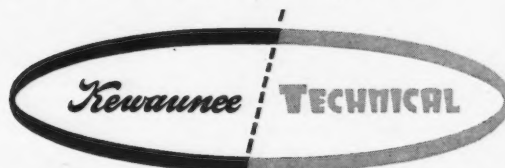
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New Books

(Continued from page 43A)

Ignatius and the Jesuits

By Theodore Maynard. Cloth, 213 pp., \$3. P. J. Kenedy & Sons, New York, N. Y.

In vigorous, popular language, this book tells the life story of St. Ignatius, with especial emphasis upon his work in forming the Society of Jesus, through which his spiritual ideas and ideals and especially his educational-religious labors have been perpetuated. The history of the Society is told briefly; its spirit and its characteristics are outlined.

Nellie Bly

By Iris Noble. Cloth, 192 pp., \$2.95. Julian Messner, Inc., New York, N. Y.

Writing under the pen name of Nellie Bly, the first woman reporter was a true crusader who helped reform New York's system of care of the insane, factory conditions, fraudulent employment agencies, and other social and political conditions. While the story reads like fiction, it is the simple truth about Elizabeth Cochrane, a great figure in journalism between 1885 and 1922.

The Prevention of Cruelty to Children

By Leslie Housden. Cloth, 406 pp., \$7.50. Jonathan Cape, London, England.

This book presents a factual, sociological account of the National Society for the Prevention of Cruelty to Children since its formation in the middle nineteenth century to the present. The work which has been done principally in London and in the industrial centers of England, reveals endless battles against

cruelty and neglect by parents and public authorities.

Kate Brennan, Model

By Maggie Daly. Cloth, 256 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

This career story written by an experienced model provides enough glamour to make its teen-age readers happy but at the same time it presents a picture of the struggles and hardships that usually precede success in the field. Lessons in good grooming skillfully woven into its interesting, fast moving chapters make it worth-while light fiction.

Bulletin N.C.E.A.

Published quarterly by N.C.E.A. \$3 per year. National Catholic Educational Association, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

The February, 1956, issue contains "Rebuilding Our American School Structure" by Rev. Wm. F. Cunningham, C.S.C., director of faculty and professor of education, University of Notre Dame; and "Some Ideas about the Secondary School Curriculum" by Rev. John J. Green, O.S.F.S., associate secretary, secondary school dept., N.C.E.A., Washington, D. C.

The Tails Book: A Modern Bestiary

By Graham Carey. Cloth, 131 pp., \$2.50. Sheed & Ward, New York 3, N. Y.

A running commentary on the various purposes tails serve in different animals. Thirty brief discourses packed with a surprisingly large amount of information are presented in which reference is made to man either to point out his similar means to similar goals, or the service he is rendered by some tailed animal. Here is light, enlightening reading for young children that entertains while it educates.

The Mary-Hearted Catechist

By the Louis Querbes Commission. Paper, 64 pp., 15 cents. The Clerics of St. Viator, 1212 East Euclid St., Arlington Heights, Ill.

The intensely interesting "Life Story of Father

Louis Querbes (1793-1859)," priest of the Diocese of Lyons, France; founder of the Clerics of St. Viator.

They Stood Alone: The Story of Indian Stream

By Henry Davis Nadig and George Avison. Cloth, 160 pp., \$2.50. E. P. Dutton & Co., Inc., New York, N. Y.

An adventure story based on a little-known incident in American history—the establishment of the Republic of Indian Stream, the smallest republic ever to exist. The state of confusion that must have dominated a small northern New Hampshire area while Canada, the state of New Hampshire, and the local residents disputed over its ownership is brought to light in this fictionalized account of the conflict.

Secret Mission for Valley Forge

By Kensil Bell. Cloth, 246 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

Based on correspondence that passed among Generals Wayne, Washington, Pulaski, Captain John Barry, and other American and British leaders during the Revolutionary War, this story should serve as helpful outside reading for American history students. The author takes a few liberties in reporting the sequence of events but alerts the readers to this in his foreword. General Anthony Wayne is the hero of the story. His daring raid into southern New Jersey to obtain food for the starving troops at Valley Forge provides impressive war story material. The Revolutionary War and its heroes should become more real to older boys who read this narrative.

A Wish for Lutie

By Dorothy Hawthorne. Cloth, 128 pp., \$2.50. Longmans, Green and Co., Inc., New York 3, N. Y.

Adjusting to life in Texas during pioneer times proves no little problem for young Missouri-born Lutie. And then, losing her doll, having the family cow eat her prized petunias, and seeing her birthday pass by unacknowledged seem insurmountable difficulties to her. This all leads up to a happy ending, however, and provides a realistic story that should interest children and furnish them with a bit of insight into some of the hardships their ancestors faced.

Larry of Snowy Ridge

By Margaret S. Johnson. Cloth, 93 pp., \$2.25. William Morrow & Co., Inc., New York 16, N. Y.

This is a pleasant dog story for children age 8 to 12. Larry, a large white Pyrenees dog, is lent to the army during World War II to serve in Alaska. Before, during, and after his army service he exhibits loyalty, bravery, and other qualities dog lovers enjoy. A brief, simple tale related in a touching way.

Catholic France

This 28-page illustrated booklet describing the holy places of France—a reissue of a popular booklet originally published for the Holy Year—may be obtained free from the French National Railroads, 610 Fifth Ave., New York 20, N. Y.

Stories From God's Holy Book

By Josephine Looney. Paper, 130 pp., \$1.25. St. Anthony Guild Press, Paterson, N. J.

Important events from the Old and New Testament are explained briefly but effectively in this pre-school, early grade book. Fifteen pages of illustrations to be colored are also provided in the concluding section.

Stations of the Cross . . .

A Meditation

By Catherine De Hueck Doherty. Paper, 16 pp., Madonna House, Combermere, Ontario, Canada.

Personality and Mental Health

By Rev. Hugh P. O'Neill, S.J. A pamphlet published in February by The Queen's Work, 3115 S. Grand Blvd., St. Louis 18, Mo.

Is Disarmament Possible?

By Jerome H. Springarn. Public Affairs Pamphlet No. 235, 25 cents. Public Affairs Pamphlets, 23 East 38 St., New York 16, N. Y.

He argues that public opinion must eventually force the world leaders to disarm.

(Concluded on page 46A)

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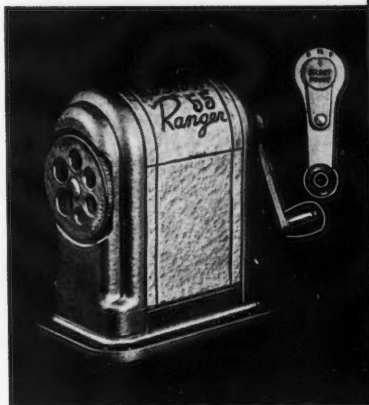
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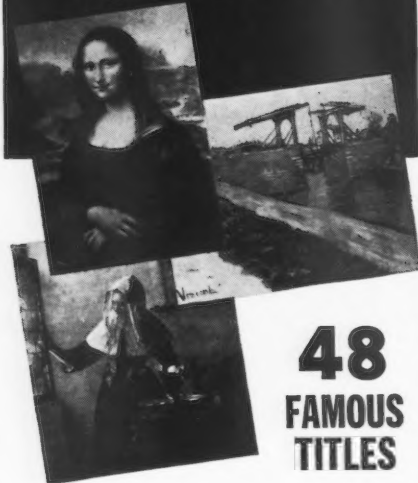
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New Books

(Concluded from page 44A)

The United Nations — Ten Years of Achievement

By William A. De Witt. Public Affairs Pamphlet No. 226, 25 cents. Public Affairs Pamphlets, 22 East 38 St., New York 16, N. Y.

The Nun's Story

By Kathryn Hulme. Cloth, 309 pp., \$4. Little, Brown & Co., Boston, Mass.

This is the moving story of a nursing nun, who spent fruitful and even adventuresome years of service in the Congo. Upon return to Belgium she was thrown into the nightmare of the German occupation. During all of her 17 years in the religious Order, the rules of obedience, humility, silence, and complete conformity caused her difficulty and uneasiness and prevented her from gaining genuine peace and happiness. In the end, her hatred of the Germans who killed her father and a brother, led her to realize that she must seek her salvation in the world. She was laicized and left the Order with Papal permission.

The book is moving and full of deep insights into the struggle of the young religious who must conform herself in obedience. Sister Luke constantly rebelled internally at blindly following orders when her own judgment suggested otherwise. So too, she felt satisfaction only in doing the work and of making the sacrifices she had dreamed of doing. Vocational directors may not agree that the book is encouraging for prospective vocations to the sisterhoods.

Picture Meditations

By Aloysius J. Heeg, S.J., Four booklets. Paper, 24 pp., each 10 cents. The Queen's Work, 3115 S. Grand Blvd., St. Louis 18, Mo.

These are colored pictures with brief simple meditations on the life of Jesus and Mary. There are also two Picture Rolls at \$2.15 each. They may be used at retreats or in teaching the young to meditate.

The Problems of Administration in the American College

By Roy J. Deferrari. Paper, 199 pp. The Catholic University of America Press, Washington 17, D. C.

This is the proceedings of a workshop conducted at the University, June 10-21, 1955.

The Message of Fatima

By Don Sharkey. Paper, 22 pp., illustrated. Geo. A. Pfau, Publisher, Inc., 38 W. Fifth St., Dayton 2, Ohio.

Juvenile Delinquency Bulletin

Ed. and pub. by Russell J. Fornwalt, vocational counselor, Big Brother Movement, 33 Union Square West, New York 3, N. Y. 15 cents per copy.

The September issue is centered on the topic: Youth, Employment, and Delinquency. Many quotations are assembled to promote a change in child-labor laws to facilitate part-time work for adolescents who need the stabilizing influence of employment.

What Organized Labor Expects of Management

By George Meany.

What Management Expects of Organized Labor

By Charles R. Sligh, Jr. Paper, 19 pp., 10 cents. National Association of Manufacturers, 2 East 48 St., New York 17, N. Y.

Inside the Bible

By Robert C. Broderick. Paper, 64 pp., 15 cents. Catechetical Guild, 147 E. Fifth St., St. Paul 1, Minn.

This is an introductory "primer" to the reading of Sacred Scripture. It answers the questions that the layman asks in order to understand what he reads in the Bible. Anyone seeing this booklet in his parish book rack will do well to take a copy and read it. We can promise him a pleasant reward.

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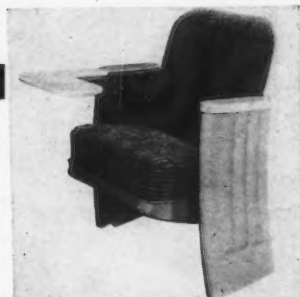
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Catholic Education News

(Continued from page 24A)

Peiping, China, where he served as professor of sociology and athletic director. He was later transferred to the Prefecture Apostolic of Sinsiang, where he taught and was spiritual director of a newly founded Chinese sisterhood. Father Rushman returned to the U. S. in December, 1943.

● **REV. THOMAS BORGERDING, O.S.B.**, believed to be the oldest, active priest in the United States, died November 27 at the age of 95. Father Borgerding, who was born a month before Abraham Lincoln's first inauguration, served for 65 years as a missionary to the Chippewa Indians at the Red Lake (Minn.) Reservation. He was one of the few white men who could speak, read, and write the Chippewa language.

● **EDWARD J. EGGL**, assistant professor of history at John Carroll University, Cleveland, Ohio, for the past 10 years, died December 11, at the age of 56. Well known in educational circles, Mr. Eggl held a number of academic honors. He was the organizer and president of the Lay Faculty Association at John Carroll University and was the author of a textbook, *History of the Maumee Valley*, used by Toledo parochial schools. In 1953 he won a Freedoms Foundation Award and at John Carroll won a second place award for the campus program he directed.

● **REV. JOHN L. OTT, S.M.**, director of the Marianist House of Studies, Washington, D. C., died November 13, at the age of 75. He was in the 58th year of his religious profession. A World War I Army chaplain, Father Ott served at West Catholic High School, Philadelphia; Trinity College, Sioux City, Iowa, and the University of Dayton. In addition he founded the Newman Club at the University of Hawaii and was elected to three different General Chapters of the Society of Mary.

● **DR. JOHN F. CONROY**, associate superintendent of schools in New York City, died December 27, at the age of 63. Dr. Conroy taught at Fordham University, Good Counsel College, and Hunter College. Active in teachers' and principals' associations, he was a long-time chairman of the Joint Committee of Teachers' Organizations.

SIGNIFICANT BITS OF NEWS

Teachers' Aids Organize

Cost-free, valuable help has been extended to the parochial school teachers of St. Rita's School, Louisville, Ky. The women of the parish, wishing to lighten the many-dutied job of their parish teachers, have organized a group of fifty women who do typing, supervise children's playground activities, announce the arrival and departure of school buses, and keep order in the cafeteria at lunch time. Each woman is assigned a particular task which she performs one day a week. The helpful group, planned originally as an offshoot of the Christian Family Movement, began its operations in September with the opening of school.

Public Schools Support Modest Dress Campaign

A campaign for more modest evening gowns has won the support of 10 girls' schools in Baltimore, Md., including public, private, and archdiocesan schools. The drive started

(Continued on page 51A)

Catholic Education News

(Continued from page 48A)

with a group of juniors at Seton Catholic high schools. Their first move was to send letters to all the girls' senior high schools in the city. Enthusiastic replies came from 10, including five of the city's large public high schools. Student representatives of the schools promised full co-operation as plans were made to approach the local department stores. Armed with sketches submitted by a committee on gown design and with mimeographed copies of stipulations, a committee of four girls visited the stores.

Catholic Music Training Deficient

"Catholic colleges and universities offer fine educations in every other field, but they are not keeping pace with secular institutions in the development of a music program," said Paul C. Hume in a recent lecture delivered at Niagara University. Mr. Hume, music critic of the *Washington Post and Times-Herald*, said that the sacred music of the Church is one of her proudest heritages and consequently we have an obligation to develop it."

"As a nation, we are surrounded by and infiltrated with good music," the Catholic layman declared. "Music has passed the experimental stage, particularly the stage when it was considered a useless frill in our universities and colleges." He said that the idea that music is fine for an avocation but not for a career has definitely receded, but he added, not enough.

C.C.D. Report Encouraging

The lay apostolate movement is gaining strength and vigor across the nation. This was the opinion expressed in a recent interview by Rev. Bertrand Gulnerich in the national office of the Confraternity of Christian Doctrine, San Francisco. Father Gulnerich observed that the instructing of parents on pre-school religious education of their children is catching on like wildfire; that discussion clubs are blossoming among college-graduate groups in many parts of the U. S.; one midwestern diocese has 16,000 persons enrolled in discussion clubs; another midwestern diocese has 18,000 enrolled; and the apostolate of good will is growing on the parish and diocesan level with very successful results.

Research in Educational Television

The Educational Television and Radio Center at 1610 Washtenaw Ave., Ann Arbor, Mich., has released a comprehensive report of 71 research projects dealing with instructional uses of television. The 155-page book also contains a bibliography of 173 items on TV as a teaching tool. The report may be obtained from the Center at a cost of \$1.

Educational Research Grant

Regis College, Weston, Mass., has received from the U. S. Office of Education of the Department of Health, Education, and Welfare, a grant of \$1,250 to be used in educational research. The grant was given with the understanding that the college would provide \$1,000 more. Research will be directed toward solving the problem of students who fail in their class work despite an intelligence quotient that indicates they should do superior work. Sister Mary Viterbo McCarthy, director and chief psychologist of the Regis child clinic, will be in charge of the study which will last one year.

(Continued on page 59A)

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Catholic School Journal Helps Teachers of Religion

Assuming that our Catholic educational magazines are the source of inspiration and direction in the teaching of religion, this study undertook to examine the contents of the CATHOLIC SCHOOL JOURNAL for a ten year period to discover how many articles had been published on the general topic of "Religion in the Elementary School." The decade, January, 1941, to December, 1950, was selected somewhat arbitrarily. All the titles referring to the teaching of religion in the elementary grades were entered on index cards with complete notation of the author, length of article, date of publication, and summary of content. Editorials, discussions, inspirational addresses, practical suggestions, and pedagogical devices were included under the heading of "article."

The analysis of the contents of one Catholic professional magazine over a ten year period might reasonably be considered as a fair index of the interest shown in the teaching of religion in the elementary school both from the point of view of the consumer and producer of professional writing. Since we as Catholic educators profess to make the teaching of religion the core of our elementary school curriculum our interest in this objective could be gauged by the amount and variety of material written on the subject in one magazine.

A total of 231 articles on religion in the elementary school was compiled from the ten year period. The distribution of these by years is shown in Table I.

TABLE I: Number of Articles Per Year, 1941-1950

Year	No. of Articles
1941	22
1942	17
1943	21
1944	23
1945	23
1946	24
1947	28
1948	19
1949	20
1950	29
Total	231

A consistent interest in the teaching of religion in the elementary grades is evident from this distribution. In 1942 the fewest manuscripts, 17 or seven per cent of the total, were published. However, seventeen publications, averaged over the ten issues of the magazine, September through June,

Sister M. Theophane, C.C.V.I.

Incarinate Word College
San Antonio 9, Texas

EDITOR'S NOTE: Sister Theophane undertook the necessary research and wrote this article for the information of her fellow teachers. As she says, her findings demonstrate the interest of Catholic educators in teaching religion. We may add that such interest is even greater than what is demonstrated here, because many good articles on teaching religion and other subjects must remain unpublished because the editors just can't find space for them.

show almost two articles each month. In the years, 1945, 1947, and 1950 slightly more than two articles each month were published. From the standpoint of the elementary teacher this is encouraging. It shows her that she can find something to assist her in teaching the most important subject in her curriculum every month.

Because of the originality and style of the authors the classification of the 231 articles into definite categories presented no easy problem. After careful reading and analysis, ten categories, as shown in Table II were set up.

TABLE II: Classification of 231 Articles According to Categories

Category	No. of Articles
Criticism	5
Inspiration	15
Discussion	19
Information	12
Dramatization and Choral Reading	60
Biography in Prose and Poetry	7
Story, Fable, Sermon	9
Methodology	54
Curriculum	44
Quiz or Test	6
Total	231

Two thirds of the 231 articles have a practical bearing on the teaching of religion. Such interests as dramatization and choral reading, methods of teaching any or every phase of religion, and curriculum topics such as grade placement, texts, organization of materials, etc., are always

timely and vital to the elementary teacher. She is professionally alert to new and better ways and means of teaching our Catholic doctrine and dogma to immature minds. The output for one decade shows that this concern is felt from the producers', administrators' and supervisors' point of view as well as from that of the teachers.

The authorship of the 231 articles presents a cross section of our Catholic elementary school faculties. For convenience in reporting, the status of the authors was determined by vocation and hence the writers were listed as shown in Table III.

TABLE III: Authorship of 231 Articles

Status of Author	No. of Articles
Sisters	188
Brothers	11
Priests	17
Laymen	11
Laywomen	4

The preponderance of the published material on the teaching of religion came from Sisters. This is to be expected as they are the principal educators of children of elementary school age, and they have dedicated themselves especially to the love of God and the salvation of souls through the apostolate of education. It is reasonable then, to expect them to be interested in all that concerns the teaching of religion, and it is also encouraging to find that they have been willing to share their ideas and ideals with their fellow teachers through the medium of a professional magazine.

The number of articles submitted by priests was small, only seven per cent of the total, but these were stimulating and valuable. More contributions in terms of theology and pedagogy and the application of pedagogy to the teaching of theology on the elementary school level would be appreciated by the Sisters. The Catholic laity were represented by fifteen contributions to the teaching of religion, nine of these having been written by one layman. This picture could easily change during the next decade or two during which the parochial school hopes to enlist the services of more lay teachers. The participation of our lay Catholics in the program of the parochial school will lead them to appreciate the importance of the teaching of religion and perhaps stimulate them to offer some constructive suggestions.

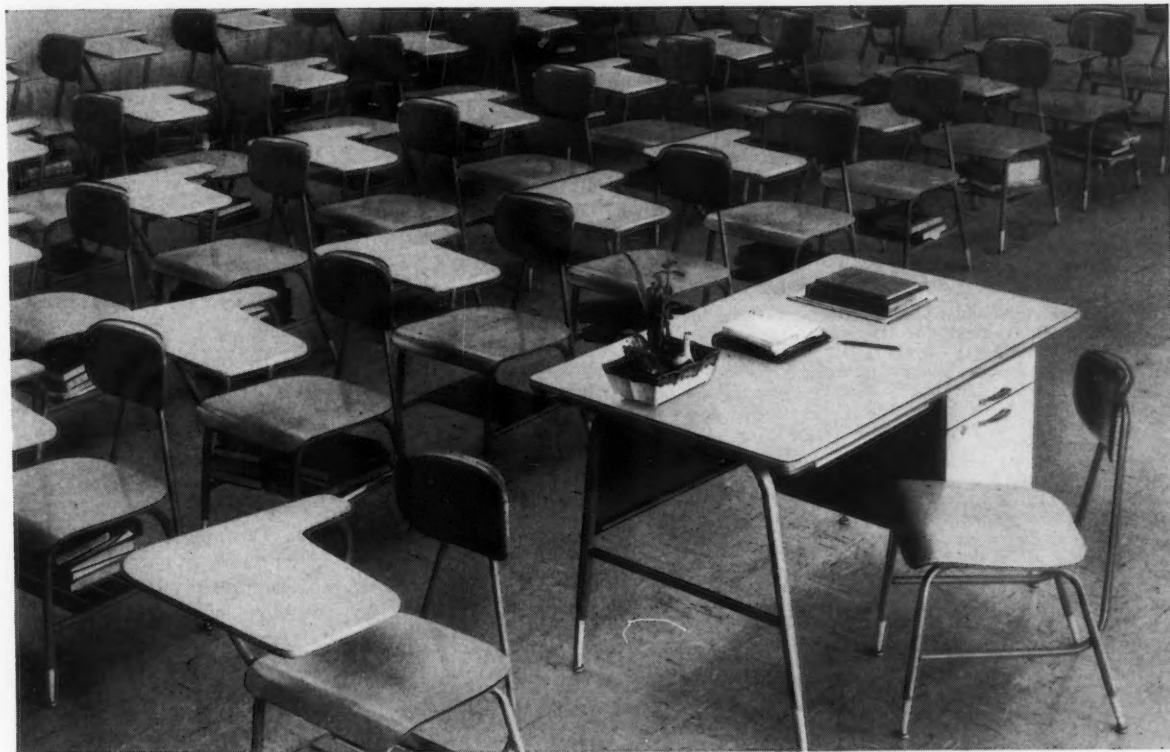
(Continued on page 54A)



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Catholic School Journal Helps Teachers

(Continued from page 52A)

Different Methods

Two significant points of view were detected in the 231 publications and these were selected for further analysis. One of these was the age old controversy of the value of the question and answer method. The other concerned the issue of knowing our religion and/or living our religion. The most thought provoking and stimulating articles were directed to either of these topics.

The teaching of religion by the question and answer method was both defended and maligned. Absolute faith in this method as it has been developed by saintly educators, notably St. John Baptist de la Salle, was obvious. In summary this method calls for (1) the recitation of the letter of the catechism with very simple explanations of it by way of question and answer; (2) instruction—an explanation of the day's lesson, and (3) a reading of the Gospel and the homily.¹ That this plan has been used successfully by many teachers for several years is a testimony to its excellence. That it cannot be modified to meet the needs of children or the exigencies of the day and time is questionable. Brother Clement, S.C., offered no apology for selecting the question and answer method as "still the best."² His contention is that the teacher should require the memorization of the question and answer because:

1. Practically the entire teaching of the Church is contained in the little catechism.
2. Non-memorization engenders a lazy attitude toward recitation.
3. There is danger of heretical statements in choice of expression.
4. Knowledge and memory of Catholic Faith will serve as inspiration and guidance in later life.³

It was interesting to note that the strongest pleas for the catechetical method as the best, or the only one, for the teaching of religion came from representatives of the teaching Brothers. The Sisters, on the contrary, pleaded for some modification in its use. Their point of view was basically in agreement with the value of the catechetical method in so far as the catechism is a summary of Christian doctrine. The understanding of this summary is the decisive issue. Children should understand before

¹Brother Basil, F.S.C., "A Survey of Catechetical Methods," *Catholic School Journal*, 45:98, April, 1945.

²Brother Clement, S.C., "Teaching Religion to Third, Fourth and Fifth Grades," *Catholic School Journal*, 49:93-96, March, 1949.

³*Ibid.*

they memorize, and to arrive at this understanding the catechism must be vitalized. The vitalization process calls for various devices, aids, and procedures, all characteristic of progressive or newer methods of teaching. Teachers should bring visual aids, dramatizations, charts, creative and constructive activities, in short all the devices found valuable in teaching the other subjects, to the teaching of religion. This emphasis on practical aids and helpful devices could undoubtedly be supported from the point of view of teaching experience. Religion teachers who have sincerely at heart the improvement of the teaching of religion will experiment with any known psychological device which may enable the child to comprehend better the doctrine which will be ultimately memorized as question and answer. The problem of the best method is far from solved, but the teacher reading these discussions in the CATHOLIC SCHOOL JOURNAL will do well to strive for a possible synthesis of all that is good and psychologically sound.

Teach Living of Religion

A second arresting thought in the teaching of religion in the elementary school was the failure of the products of our Catholic schools to "think, judge, and act constantly and consistently in accordance with right reason illuminated by the example and teaching of Christ."⁴ The contributors, clerics, religious, and lay, were dissatisfied with the outcomes of the work of Catholic education. Their thinking on the relation between knowledge and virtuous living was reflected in three ways: acknowledgment or recognition of the lag between the knowledge and practice of our religion; the probable causes of this lag; and theories for the improvement of our pedagogy so that a dynamic faith may be instilled.

That the Catholic elementary school teachers have some reason for satisfaction in their work needs no argument. That they have reason for complacency is quite another thing. They are among the first to acknowledge the failure of their graduates to live up to the teaching of our faith. This dissatisfaction is in itself a healthy sign. As a group they are critical of their work and conscious of the need for improvement.

A synthesis of the causes of the lag between knowing and living our Faith shows that the "knowledge heresy" which supposes that knowledge is goodness may be the basis.⁵ Often religious teachers aim

⁴Pope Pius XI, *Christian Education of Youth*, New York: The Paulist Press, p. 65.

⁵Felix M. Kirsch, O.F.M.Cap., "The Knowledge Heresy," *CATHOLIC SCHOOL JOURNAL*, 43:229, October, 1943.

(Concluded on page 56A)



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Catholic School Journal Helps Teachers

(Concluded from page 54A)

only at imparting knowledge, strive to see that their students know the Christian doctrine while neglecting to show that knowledge must be put to use in the practice of virtue. Knowledge of religion is sterile unless it is translated into action. Another conviction was that teachers of religion are suffering from an over-abundance—too much advice on what to do; too many teaching aids; too many methods.⁶ Simplicity of objective and method is one suggestion for the improvement of teaching of religion and its greater transfer. Again, the greatest mistake in the teaching of religion is identified as "believing that the facts of their nature will lead to appreciation."⁷

The prevailing opinion of priests, religious, and laity was that undue stress is being laid on knowledge of religion without showing the child how to live and without supplying him with occasions for the practice of his religion. This, to them, explains the failure of the graduate of the Catholic

elementary school to put the truth to work.

Teach Christ

What suggestions were offered as a remedy for this imbalance? From priests and Sisters came the same advice, "Make Christ known and then He will be loved and served." The religious educator must first know and love Christ, and take Him as her exemplar in patience, kindness, and sympathy for children. Having thus striven to bring Christlike living into her classroom, the teacher will proceed to make her pupils know, love, and serve Christ by presenting His life and teaching according to their age level and understanding. After learning to know Christ as He worked and played, the children will be led to practice the virtues He practiced.⁸

The systematic guidance of the elementary school child to the formation of habits which will be transferred from the classroom into adult life and will result in sturdy moral character, was another proposal. The elementary school is not too soon to begin the process of putting on the mind of Christ Jesus. But let the student see the lineaments of Christ first in the teacher and then in her instruction and guidance.⁹

⁶Sister Carmela, C.S.J., "A Pattern for Teaching Prayer and Sacrifice," CATHOLIC SCHOOL JOURNAL, 47: 97, March, 1947.

⁷Austin J. Schmidt, S.J., "Teaching Religion for Life," CATHOLIC SCHOOL JOURNAL, 43:225, October, 1943.

⁸John W. Touhy, O.S.A., "Christ, the Center of All Teaching," CATHOLIC SCHOOL JOURNAL, 41:221, September, 1941.

⁹Sister M. Charitas, S.S.N.D., "Guidance in the Elementary School," CATHOLIC SCHOOL JOURNAL, 41: 73, March, 1941.

The cultivation of the habit of mental prayer is another key to making our students know, love, and live their religion effectively. That it can be done was demonstrated by a religious educator in the upper grades.¹⁰

The main suggestions offered for making the knowledge of religion active in the lives of children were:

1. Examples of Christlike living on the part of the teacher.
2. Giving children a personal knowledge and love of Christ.
3. Cultivation of habits of virtuous living in and out of school.
4. The practice of mental prayer.

Is the religious educator in the elementary school getting the stimulation and guidance she needs in Catholic professional magazines? This summary of one periodical for a ten year period seems to indicate that from the point of view of quantity the teacher is getting sufficient help. During the decade surveyed, at least two articles each month were published on the teaching of religion. The content of the articles for the decade shows that the religious educator has help and inspiration for her religious and professional life, and that she has adequate assistance from fellow teachers and priests for the improvement of her methods and materials.

¹⁰Sister Martina, R.S.M., "Mental Prayer in the Religion Class," CATHOLIC SCHOOL JOURNAL, 43:95, March, 1943.



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Catholic Education News

(Continued from page 51A)

Lay Apostolate Community

A group of lay teachers wishing to relieve the acute teacher shortage in the Mobile-Birmingham, Ala., diocese have formed a teacher's lay apostolate under the supervision of Archbishop Thomas J. Toolen. The organization asks women teachers to live together in their own community with their own superiors. They will not take vows and will be allowed to wear their own clothing and receive a monthly salary. The diocese has asked Catholic women with four-year college degrees to offer their services to this group.

Child-Care Centers Surveyed

A special survey is being made of the three major child-care institutions of the Archdiocese of Hartford, Connecticut, in order to discover whether the institutions should develop services to meet the special needs of children. A complete review will be made of all the services and policies of the institutions. A survey committee composed of representatives of the three institutions has been appointed by the archdiocese to assist in the program. This committee will receive the final report of the study and present it with recommendations to Archbishop Henry J. O'Brien.

Labor Classes in Spanish

An adult education program has been inaugurated in New York City to give the Spanish speaking workers there an understanding of trade unionism, labor laws, social legislation, and the social teaching of the Catholic Church. The program is sponsored by the Association of Catholic Trade Unionists in co-operation with the co-ordinator of Spanish Catholic Action for the Archdiocese of New York. It is given free of charge and all courses are taught in Spanish.

Degrees in African Affairs

An institute of African affairs, where students may qualify for bachelor and master of arts degrees has been established at Duquesne University. It will be directed by Rev. Francis M. Philben, C.S.Sp., who served in the African mission fields from 1947 to 1953. Courses will be offered in African history, politics, sociology, and other related subjects and provide systematic scholarly research and various other activities, including an exchange program for African and American scholars and students.

SCHOLARSHIPS

Scholarships for Hungarians

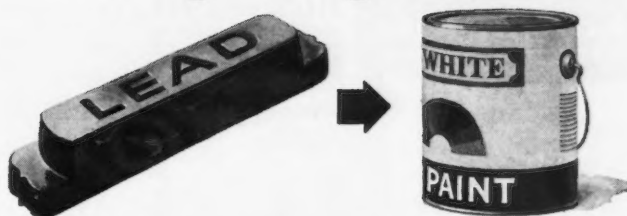
Manhattan College and the College of Mount St. Vincent, Riverdale, N. Y., recently announced that they would grant an unlimited number of full scholarships among a group of 600 Hungarian student refugees if neighboring Riverdale residents would provide the students with lodging. Brother Augustine Philip, Manhattan president and Sister Catherine Marie, president of Mount St. Vincent, made the announcement, citing overtaxed facilities as reasons for not boarding the refugees. Manhattan will take male and Mt. St. Vincent female student escapees.

Dallas U. Receives \$35,000 Scholarship Fund

The presentation of a \$35,000 scholarship fund to the new Catholic University of Dallas

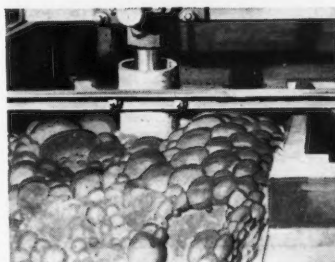
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FROM Pig TO Pigment

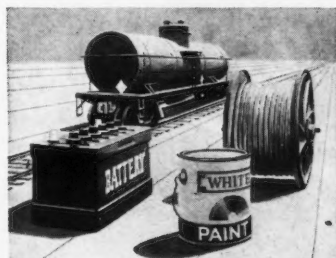


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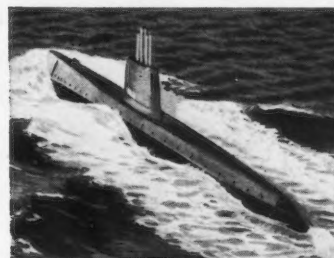
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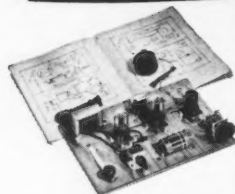
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Catholic Education News

(Continued from page 59A)

climaxed a banquet held recently in honor of the 25th anniversary of the episcopacy of Bishop Thomas K. Gorman of Dallas-Fort Worth. The fund, established in the Bishop's name, came from a group of Dallas business firms and individuals.

Scholarships for Nuns

Sisters of St. Joseph of Carondelet are offering scholarships in each of their five colleges to nuns who wish to receive a college education but cannot because their own communities do not have colleges. There are more than 20,000 Sisters of St. Joseph in the U. S., known by such names as the Sisters of St. Joseph of Cleveland, the Sisters of St. Joseph of Pittsburgh, etc. Each of these groups will be eligible for the scholarships offered in Fontbonne College, Clayton, Mo.; St. Catherine's College, St. Paul; St. Rose's College, Albany; St. Teresa's College, Kansas City; and Mt. St. Mary's College, Los Angeles.

CONTESTS

Ceramic Leagues, Inc., Newark, N. J., has announced its Fifth Ceramic Contest. Entries will be exhibited and judged during the "5th Eastern Ceramic Hobby Show" to be held in Convention Hall, Asbury Park, N. J., May 4-9. As usual a special division will be provided for children's entries.

PUBLIC SCHOOL RELATIONS

Parochial Schools Retain Tax Exemption

A California law that exempts parochial schools from property taxation has been upheld by the U. S. Supreme Court. On December 3, the court dismissed "for want of a substantial federal question" a suit challenging the unconstitutionality of the law. The law which has been in effect since 1951 grants complete immunity from property taxation to "nonpublic, undercollegiate, sectarian schools" operated by religious and other private groups. Paul W. Heisel, an Oakland, Calif., taxpayer, challenged the law calling it a "tax exemption subsidy" that "overwhelmingly benefits the nonpublic schools of one sect in particular—the Roman Catholic Church."

In a lower California court, Mr. Heisel won a ruling that the law was unconstitutional. That ruling was reversed, however, by the Supreme Court of California and the subsequent action by the U. S. Supreme Court left standing the findings of California's highest bench.

Bible Reading Compulsory

A set of recommended Bible readings for use in public schools is being compiled by nine Protestant, Catholic, and Jewish educators and religious leaders in Portland, Me. Maine law makes regular reading of the Bible compulsory in public schools.

Parents Favor Religious Teaching

According to a limited survey conducted at the University of Miami, two thirds of the area's parents feel strongly that religion should be taught in the public schools. The results came as a surprise to county and state education officials, who for years have been considering various proposals for religious training in schools. Each eventually was dropped for fear of public reaction.

(Concluded on page 62A)

Instructional Records

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Catholic Education News

(Concluded from page 60A)

Parish School Used

The Diocese of Lansing and its Bishop Joseph H. Albers have come to the rescue of the public school system of Bangor, Mich. The Bangor public school was too small and desperately overcrowded with some classes on half-day sessions. Although a new school is being built it won't be completed until January, 1957. News of this situation reached the Lansing diocese and officials offered the use of their newly built school which they will be unable to occupy until the fall of 1958 because of lack of teachers. The Lansing diocese will continue to use the school as a temporary church for Sunday Masses, according to an agreement with the school board, and daily Mass will be offered in the auditorium while children are in class.

Coming Conventions

Feb. 8-9. **New York Archdiocesan Teachers' Institute**, Cardinal Hayes High School, New York, N. Y. Secretary: Miss Anne Brett, 31 E. 50 St., New York 22, N. Y.

Feb. 9. **Catholic Library Association**—Greater St. Louis Unit, Webster Groves, Mo., Nerinx Hall High School. Secretary: Miss Camilla A. Bergfeld, 3733 Lindell Blvd., Apt. 602, St. Louis, Mo.

Feb. 10-13. **Music Educators National Conference**, Congress Hotel, Chicago, Ill. Secretary: S. Turner Jones, 32 Browning St., Baldwin, N. Y.

Feb. 14-16. **American Association of Colleges for Teacher Education**, Morrison Hotel, Chicago, Ill. Secretary: Dr. Edward C. Pomeroy, AACTE, 11 Elm St., Oneonta, N. Y.

Mar. 1-3. **Wisconsin Catholic Action Convention (WCAC)**, Milwaukee Auditorium, Milwaukee, Wis. Secretary: Eugene Harrington, 1501 North 51 St., Milwaukee, Wis.

Mar. 3-6. **Department of Audio Visual Instruction (INEA)**, Washington, D. C., Sheraton Park Hotel. Secretary: Floyd E. Brooker, 1201 Sixteenth St., N.W., Washington 6, D. C.

Mar. 4-6. **Association for Higher Education**, Chicago, Ill., Congress Hotel. Secretary: G. Kerry Smith, 1201 Sixteenth St., N.W., Washington, D. C.

Mar. 7-9. **Louisiana Library Association**, New Orleans, La., Jung Hotel. Secretary: Miss Inez Boone, Shreve Memorial Library, Shreveport, La.

Mar. 13-15. **Mississippi Education Association**, Jackson, Miss., Hotel Heidelberg. Secretary: Floyd C. Barnes, Box 826, Jackson, Miss.

Mar. 14-16. **New Jersey Vocational & Arts Association**, Berkeley Carteret Hotel, Asbury Park, N. J. Secretary: Richard O. Harthmann, 63 Lexington Ave., Jersey City, N. J.

Mar. 14-16. **Oregon Education Association**, Portland Civic Auditorium, Portland, Ore. Secretary: Cecil W. Posey, 1530 S.W. Taylor St., Portland, Ore.

Mar. 20-23. **National Science Teachers Association**, Hotel Cleveland, Cleveland, Ohio. Secretary: Robert H. Carleton, National Science Teachers Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Mar. 21-23. **Kansas Home Economics Association**, Manhattan, Kansas, School of Home Economics and Union Bldg. Secretary: Vera Elithorke, School of Home Economics, Kansas State College, Manhattan, Kans.

Mar. 21-23. **North Carolina Education Association**, Hotel Cape Fear, Wilmington, N. C. Secretary: Mrs. Ethel P. Edwards, Box 350, Raleigh, N. C.

Mar. 21-23. **Ohio Industrial Arts Association**, Neil House Hotel, Columbus, Ohio. Secretary: C. R. Hawes, 629 Sweitzer St., Greenville, Ohio.

Mar. 21-24. **Georgia Education Association**, Atlanta Municipal Auditorium, Atlanta, Ga. Secretary: Frank M. Hughes, 706 Walton Bldg., Atlanta, Ga.

Mar. 22-23. **Missouri Home Economics Association**, Columbus, Mo., University of Missouri, Union Bldg. Secretary: Mrs. Lois Harrison, Citizens Bank Bldg., Liberty, Mo.

Mar. 29-30. **Washington, D. C., Teachers Institute**, Washington 17, D. C., Archbishop Carroll High School. Secretary: Rev. Thomas W. Lyons, 1421 V. St., N.W., Washington, D. C.

New Books

Kim of Korea

By Faith Norris and Peter Lunn. Cloth, 157 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This is the touching story of a ten-year-old Korean orphan's struggle for life and love. It is a fast moving, mature story written in youngster's language and suited to youngster's taste. An adventuresome tale that should leave its readers with some understanding of the Korean way of life and an appreciation of the aftereffects of war.

Thin Ice

By Jerrold Beim. Cloth, 48 pp., \$2. William Morrow & Co., Inc., New York 16, N. Y.

This story might be subtitled, "How Johnny Feels When He Can't Read." It reveals the typical feelings of a young boy with a reading problem. Lee, a second grade boy, repeatedly encounters difficulty in his reading exercises. How he reacts to this dilemma and later overcomes it is expertly related in children's language. It is an account reflecting sympathy and understanding sure to encourage children aged 6 to 9 suffering from similar problems. Realistic illustrations by Louis Darling add to the over-all excellence of this true-to-life story.

Mystery of the Auction Trunk

By Elizabeth Houness. Cloth, 191 pp., \$2.50. J. B. Lippincott Co., Philadelphia, Pa.

When the Holland children bought an old trunk at a country auction near their New Hampshire summer home and a dishonest art dealer tried to buy it from them, a series of mystifying events began. A good yarn for 10 to 12 year olds.

St. Joseph's Cook Book

Prepared by Sisters of St. Joseph, Newark, N. J. Paper, 72 pp. Published by St. Michael's Novitiate, Englewood, N. J.

The recipes in this book, ranging from mock barley soup to California cocktail (a nonalcoholic fruit salad), have been collected from the missions of the Sisters of St. Joseph. They include the best recipes from the Eastern United States, the British Isles, and the Philippines. The collection was made for distribution at a convent bazaar, and proves conclusively that Sisters do eat and can cook, and that they are competent judges of balanced recipes which will result in really tasty and nourishing dishes.

A cook book like this one, representing an original work, and providing a keepsake of the most useful type, is a refreshing change from the usual commercial-type junk which is distributed at the average church bazaar.

Happy Marriage

A Guide for Catholics. By John A. O'Brien. Cloth, 313 pp., \$3.50. Hanover House, Garden City, N. Y.

Deep insight into the problems and worries engaged couples and newlyweds encounter is reflected in this informal discussion of the subject by an experienced marriage counselor. Intricacies of both the courtship and marriage period are considered at length and practical hints on how to meet various situations are given. The beauty of marriage and its place in God's plan are emphasized throughout. Inspiration and information galore are here for the taking.

How to Calculate Quickly

By Henry Sticker. Paper, 256 pp., \$1. Dover Publications, New York 10, N. Y.

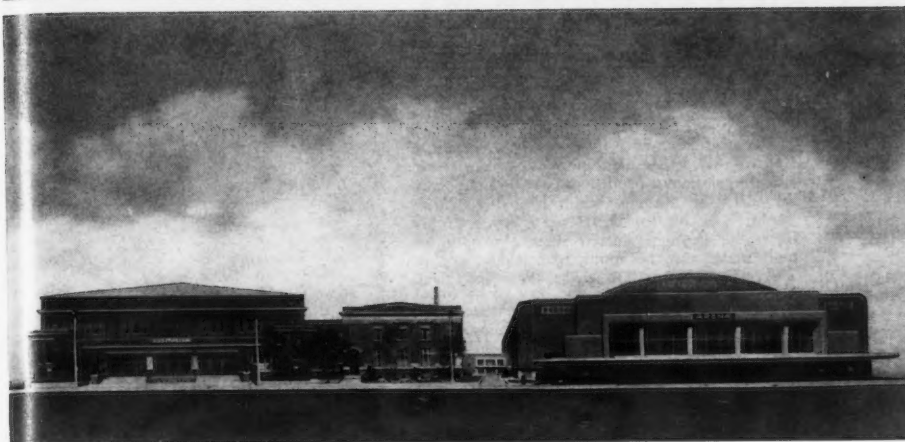
This book provides a systematic graded series of exercises intended to develop utmost accuracy and speed in arithmetical computation. The material has been widely used by the author in training students of average as well as of exceptional mathematical ability. The short cuts are particularly useful.

Spiritual Guide for Our Times

By Rev. Pierre Blanchard. A Holy Ghost Fathers Pamphlet. Paper, 51 pp. Holy Ghost Fathers, 1615 Manchester Lane, N.W., Washington 11, D. C., 1955.

A summary of the life and spiritual teaching of Venerable Francis Mary Paul Libermann, C.S.Sp., founder of the Congregation of the Holy Heart of Mary, and first superior general of the combined Congregations of the Holy Ghost and of the Holy Heart of Mary, who died in 1852. Translated by Rev. Joseph A. Lauritis, C.S.Sp., from La Vie Spirituelle, Paris, Feb., 1953.

THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION



54th Annual Convention

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1957

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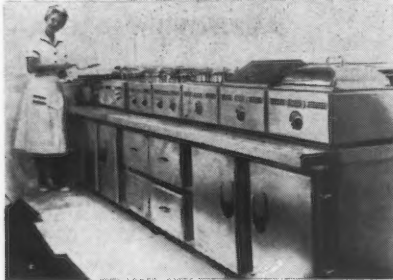
FEBRUARY, 1957

63A

NEW SUPPLIES AND EQUIPMENT

MODERN COUNTER REFRIGERATOR

Combination refrigerator-cooking units designed to meet the basic needs of modern food service operation can be obtained from the Foster Refrigerator Corp., Hudson, N. Y. Their 1957 line of welded all-aluminum counter refrigerators have built-in electric cooking units. The superstructure, which they



Self-Contained Kitchen

term a "Self-Contained Kitchen," is completely wired and fused, and contains outlets for electric cooking equipment. Models are available to house 3, 5, or 7 cooking units. The work tops are finished in consweld with an oak cutting board. Also available are: adjustable legs, glass doors, and sliding refrigerator drawers.

(For Further Details Circle Index Code 0109)

STAINLESS STEEL SOAP DISPENSER

Celebrating its 50th anniversary in business, Bobrick Dispensers, Inc., of New York and Los Angeles, has produced two popular soap dispensers in stainless steel. Model 25 holds 1 pint, 2 fl. oz. of liquid soap. Soap supply is visible through slotted sides. A concealed wall plate may be mounted with screws or a special adhesive. Dispenser slides into wall plate and locks in place. The locked filler top is virtually tamper proof. Dimensions are 6 in. high, 3½ in. wide, 6 in. from wall to push button. A similar model, No. 45, converts liquid soap into lather. Both models are also available with a translucent Lustrex container.

(For Further Details Circle Index Code 0110)

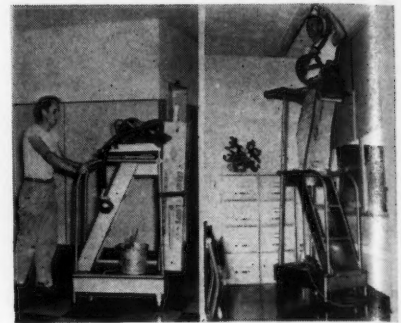
BLACK SPIRIT CARBON

A nonstaining black carbon that will produce black on white copies on direct process duplicators has been introduced by Ditto, Inc., Chicago 45, Ill. The carbon, called Black-Hi-Gloss, produces 100 and more clean-cut copies on any spirit duplicator using regular duplicator fluid. The carbon surface and edges are chemically sealed to prevent smearing or smudging on hands, clothes, or paper. Preparation of masters using the new carbon is the same as for conventional purple spirit carbon.

(For Further Details Circle Index Code 0111)

MOBILE LADDER TRUCK

Safer and speedier overhead maintenance work including such jobs as cleaning of windows and upper walls, installation of lights, etc., is possible with the new mobile ladder truck introduced by Safe-Lad Mfg., Portland 14, Ore. Called the M-4 model, it is a four step ladder erected on an all steel truck that will carry all needed sup-

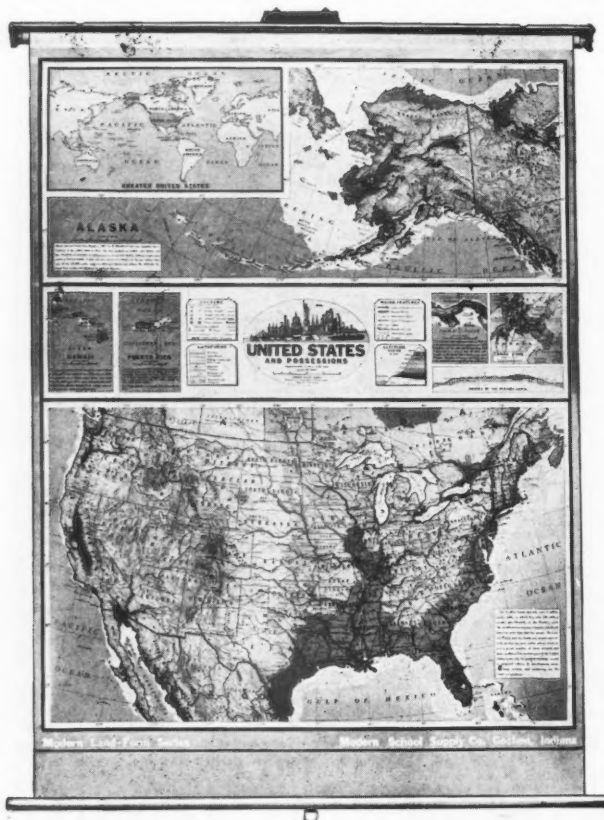


Safe Time-Saver

plies right to the work. Compact dimensions make it easy to roll the unit through tight spaces, between room furniture, and next to windows. Designed for use in the 7 to 11 foot overhead maintenance zone it has an over-all height of 55 inches, length of 31 inches, width of 23 inches, and weighs 106 pounds. The ladder locks automatically and a 4-way guard rail provides protection so that both hands are completely free for overhead work.

(For Further Details Circle Index Code 0112)

(Continued on page 67A)



New LAND—FORM MAPS

The new Modern LAND-FORM Map Series is of special interest to geography and social studies teachers. Eight accurately projected maps include every continent, the Pacific area and the World. Insets, color tints, contours, pictorial effects, legends and all up-to-the-minute map-making and teaching techniques are used to full advantage. Send for complete descriptive matter and full information.

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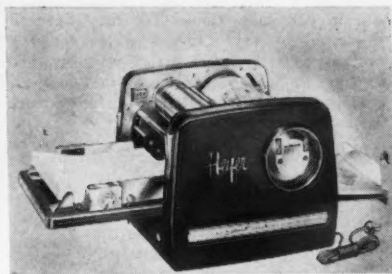
Also makers of Caps and
Gowns...Choir Robes...Girl's Gym Suits

New Supplies

(Continued from page 64A)

LOW-COST ELECTRIC DUPLICATOR

A new line of spirit duplicating machines, the Mark II Conquerors, promise higher quality at a lower price, according to the manufacturers, The Heyer Corp., Chicago. The automatic electric Model 76 features a new feed drive mechanism, and 11 and 14-inch cylinder stop, more convenient positioning of



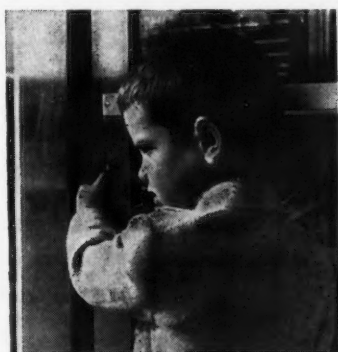
Modern Duplicator

the motor bar, and a good-looking hunter green case. Price is \$299.50. A manual Model 70, with similar features, is \$195.50. Machines will print from one to five colors, turn out 110 copies per minute. The well-known designer, Jean Reinecke has styled an attractive green and gray cabinet for storing supplies. It is alcohol proof and features removable doors.

(For Further Details Circle Index Code 0113)

NO SMASHED FINGERS

A new entrance door with a safety device, called Fing-R-Gard edge has been developed by the Overline Division of Overly Mfg. Co., Greensburg, Pa. School officials are enthusiastic about this solution to the common problem of door-smashed fingers. Wherever there is a large gap between the edge of the door and the door frame, there is a definite hazard especially when the traffic is heavy and composed of children.



Hazard Free Door

The edging of extruded vinyl plastic construction is attached as an integral part of a stainless steel door frame. It is U shaped and applied to the door's entire length. Edging is completely weatherproof, sealing out cold, heat, and moisture.

(For Further Details Circle Index Code 0114)

(Continued on page 68A)

**Important
as your
Diploma!**



**A.W. FABER
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Your diploma helps you get a job. Your EraserStik helps you keep it. With this wood-cased, pencil-shaped white-polished beauty you erase without a trace—take out a single letter without blurring the word. Perfect for pencil, ink, typewriting. With or without brush. Ask your Stationer for the original EraserStik.

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7066 & 7066B for those who prefer a soft, red typewriter eraser.

With brush 20c	Without brush 10c
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TEACHERS: FREE sample available for class demonstration. Write on school stationery.



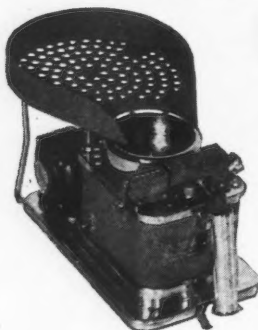
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Who Does the Job— How Long Does it Take

In this day of teacher shortage and restricted budgets, noncurricular jobs should be done the fastest, least expensive way. Does handling lunch-room receipts delay getting your afternoon classes started on time? More and more schools are doing the job by electric machine. The KLOPP counts 2700 coins per minute with positive accuracy—inserts them in wrappers for bank deposit.



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Per.....

New Supplies

(Continued from page 67A)

SHORT DRINK OF WATER

A miniature drinking water dispenser designed specifically for children's use has been introduced by the Sunroc Corp., Glen Riddle, Pa. The unit called the Cooler-Tot offers safety and convenience. It eliminates the necessity of lifting children up to reach the outlet and also cuts down their temptation to stand on chairs and other objects that result in bad falls. Cooler-Tot may be easily connected to any standard water cooler or ordinary water outlet. It is sturdily constructed to withstand the hardest use and contains no motor or internal operating mechanism of any kind.



Children's Water Fountain

Its cabinet furnished in gray hammertone enamel measures 31 inches in height and is patterned in reduced proportions to those of standard water coolers. The top is white, stainproof, vitreous china and is complete with a chrome drain plate. It is also supplied with an angle-stream, splash proof bubbler that is easily operated by only slight pressure.

(For Further Details Circle Index Code 0115)

ALL-PURPOSE CLASSROOM STANDS

New sturdy stands designed to serve many purposes in commercial classes have been introduced by Meilink Steel Safe Co., Toledo, Ohio. Constructed of arch-strut welded tubular steel, the new Hercules model 28-H-30 stands will resist vibration of modern typewriters and business machines. U-bar bracing prevents a leg wobble and affords generous chair and leg room. Welded construction also assures long trouble-free life. The frames are finished in baked wrinkle enamel and the tops are of nonglare, semi-luster vibrex. They come in matching or contrasting colors of school beige, gray, or green.

(For Further Details Circle Index Code 0116)

(Continued on page 70A)

Start your own cold war!

How To Catch a Cold



Copyright 1961, Walt Disney Productions

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Sent to you FREE by
the makers of
Kleenex tissues

Teach boys and girls the scientific do's and don'ts of cold prevention with this 16 mm. sound and color film by Walt Disney Productions—10 minutes of entertainment that also put across memorable health lessons.

Highlights of the Film on Posters

Six colorful posters that make wonderful reminders on your bulletin board. (Size, 14 x 20.)

CLIP AND MAIL TODAY!

Association Films, Inc., Dept. CSJ-27-C
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Please send me free (except for return postage) the 16 mm. film "How To Catch a Cold."

Day wanted (allow 4 weeks) _____

2nd choice (allow 5 weeks) _____

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In addition, please send:

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Name _____

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New Supplies

(Continued from page 68A)

ELECTRIC DESK

The answer to many classroom wiring problems has been found by Desks of America, Inc., Bridgeport, Conn., who recently manufactured a desk equipped with multiple plugs. The unit, called an "electric desk" will ac-



Complete With Outlets

commodate dictaphones, electric typewriters, and various other electrical equipment used in classrooms. It eliminates unsightly wires, running into floor sockets, and plugs in the floor which become filled with dust, dirt, and wax. It also eliminates the heavy expense of wiring older classroom floors.

(For Further Details Circle Index Code 0117)

WEBCOR ANNOUNCES EDUCATOR LINE

All the latest advances in electronics are included in the new Webcor Educator line of tape recorders and phonograph-speaker combinations designed especially for school use. The Educator line consists of three units: a portable Fonograf system consisting of a player unit and two public-address speakers, the new Model 2640 tape recorder, and the Model 2790 combination tape recorder and radio.

Among the many features of the Model 2640 tape recorder are a wide-range high fidelity speaker, four-way master control, professional microphone, recording level indicator and speedometer indicator for locating sections of tape. Machine will record and play back up to two hours on one reel of tape. It plays 3, 5, or 7 inch reels at two speeds, either $3\frac{3}{4}$ or $7\frac{1}{2}$ inches per second.

(For Further Details Circle Index Code 0118)

FLUORESCENT FIXTURE HANGER

A hanger for fluorescent lighting fixtures featuring micromatic vertical adjustment up to 1 inch has been introduced by the Edwin F. Guth Co., St. Louis, Mo. Just a twist of the stem of the hanger, called the Micro-Hanger, positively aligns and levels fixtures in continuous rows or in individual unit installations. It also adjusts vertically, up or down 1 inch. A special ball socket is included for flexible mounting, in any direction, on ceilings up to 40° slope. Constructed of 20-gauge, zinc coated and bonderized steel for dependable service it is finished in sparkling Silvan. Custom curved canopy and extra slim, $\frac{1}{2}$ inch hanger stem complement every fixture and decor. Installation is quick and easy.

(For Further Details Circle Index Code 0119)

NEW SCIENTIFIC MAGAZINE

A new quarterly scientific magazine, *The IBM Journal of Research and Development* is being published by the International Business Machines Corp., New York 22, N. Y. The first issue appeared January 1, 1957. Purposes of the Journal are to publish original work by IBM scientists and engineers for the largest possible audience of interested technical people and to help promote rapid dissemination of scientific and technical information within American industry and throughout the world.

Comprehensive articles reporting the latest findings of IBM laboratories here and abroad will be carried. Articles will come from fields as varied as solid state physics, chemistry, metallurgy, information theory, and electronics. Other articles will treat the latest developments in computers, data processing machines, and design of components such as magnetic core memories, and semiconductor devices.

(For Further Details Circle Index Code 0120)

BALL REPAIRING KIT

Certain to save school athletic departments considerable time and money is the new handy ball repairing kit produced by the W. J. Voit Rubber Corp., Los Angeles, Calif. Contained in the kit are all the materials needed for repairing cuts or tears measuring up to three quarters of an inch in length. The kit provides inexpensive, quick, easy, and permanent repair for such minor but crippling accidents as holes made by pins, nails, cactus, or other thorny plants. The complete contents of the kit include: a roughening tool, roller, valve-core puller, valve-core inserter, a liberal supply of patches and vulcanizing fluid, liquid latex sealing fluid and a generous supply of valve cores in a universal size to fit any ball.

(For Further Details Circle Index Code 0121)

(Continued on page 72A)

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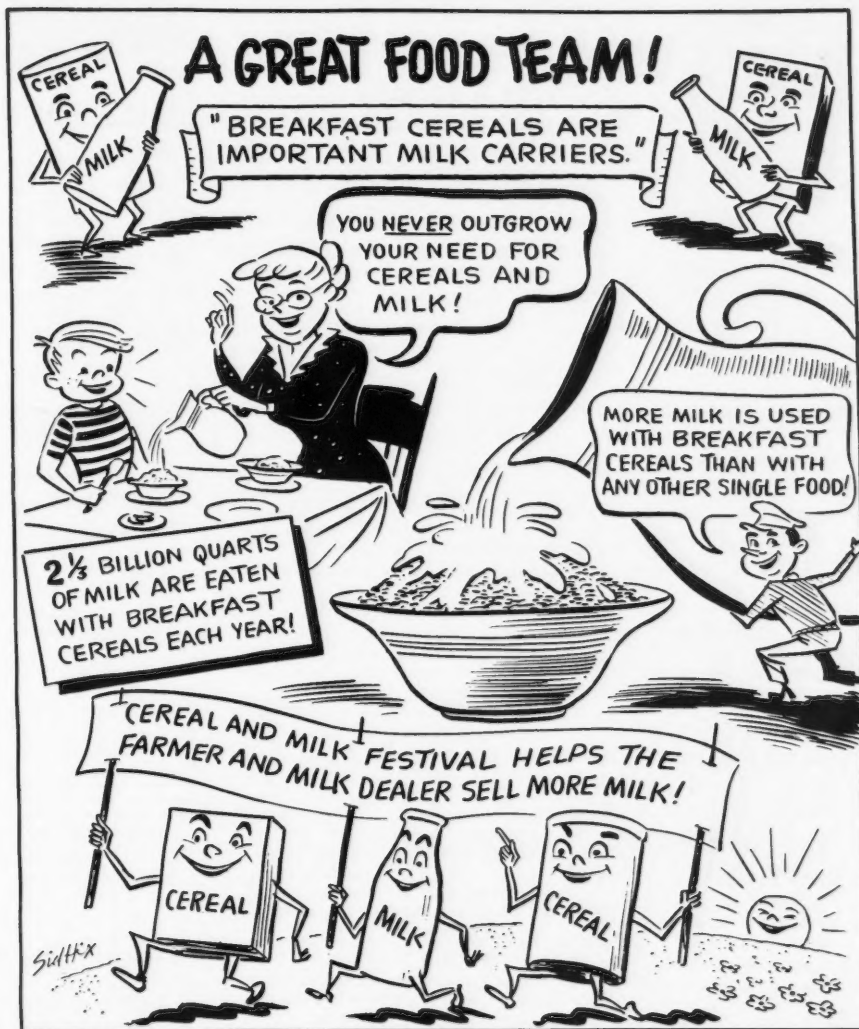
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The Teacher Knows
When The
Home Can Help



Many teachers have found that certain Dolch materials, when used in the home often help individuals who are class-room problems. That is why most of Professor E. W. Dolch's Aids-to-Reading, and all of his Basic Vocabulary and Pleasure Reading books are now sold in retail stores for home use.

You should have Professor Dolch's pamphlet "The Play-way to Learning", written expressly for parents. It helps them to understand how children learn to read; it shows them how best to co-operate with the teacher; and it describes the games and books available in stores. It is free to teachers in desired quantities for distribution to parents. Check coupon for a free supply.

NEW SCHOOL CATALOG OF DOLCH Aids-to-Reading

If you have not already received it, write for the new 1957 edition of Dolch Aids-to-Reading materials. In it the Dolch items, including many new ones, are grouped in order to help you develop a balanced reading program. Use coupon.

THE GARRARD PRESS

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☐ Send new Dolch School Edition catalog

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ADDRESS _____

CITY _____ ZONE _____ STATE _____

*Offer restricted to U. S. A.

New Supplies

(Continued from page 70A)

INTERCOMMUNICATION KIT

Allied Radio Corp., Chicago, has announced the release of their new Knight-Kit intercom system kit. This system consists of a Master station, Remote station, plus 50-ft. connecting cable. Featuring simplified operation, the Master unit combines both the volume control and "on-off" switch. The Remote switch can be left in the "talk" position to permit continuous "listening in" by the Master station. The Master station can communicate with Remote regardless of the position of switch on the latter. The kit is supplied complete with all tubes, 50-ft. cable, solder, wire, all parts, easy-to-follow instructions, etc. Styling is modern and units are finished in antique white.

(For Further Details Circle Index Code 0122)

CATALOGS & BOOKLETS

A four-page, photo-illustrated bulletin describing its new Delta 12-inch variable speed wood lathe has been issued by Rockwell Manufacturing Co., Pittsburgh, Pa. The bulletin can be obtained by request.

(For Further Details Circle Index Code 0123)

Practical help on how to improve mimeographed communications is contained in a booklet published by A. B. Dick Co., Chicago. Helpful instructions are given on how to prepare stencils and illustrate various communications. Copies of the booklet entitled, "Modern Mimeographing Handbook" may be obtained for a nominal charge.

(For Further Details Circle Index Code 0124)

A 16-page brochure offering guidance in the use of architectural porcelain has been made available by Davidson Enamel Products, Inc., Lima, Ohio. It is a heavily illustrated, clearly written booklet that should interest architects, engineers, contractors, and builders. Free copies are available.

(For Further Details Circle Index Code 0125)

A colorful 16-page catalog featuring its entire line of trampolines has been issued by Nissen Trampoline Co., Cedar Rapids, Iowa. Complete specifications, shipping weight, and prices are given for each model. The catalog may be obtained by request.

(For Further Details Circle Index Code 0126)

"You . . . As a Secretary," is the title of a 16 page career guidance booklet recently issued by Royal Typewriter Co., Port Chester, N. Y. Covered in the booklet are specifics of secretarial work including its duties, job opportunities, business requirements, skill development needs, secretarial training centers, and personality traits of a good secretary. Copies of the booklet are available on request.

(For Further Details Circle Index Code 0127)

Complete table glassware service for every institutional need is featured in a new 24-page catalog released by Libbey Glass, division of Owens-Illinois Glass Co. Copies of the catalog are free.

(For Further Details Circle Index Code 0128)

A handy manual illustrating sport uses for "Scotch" brand plastic tape has been produced by Minnesota Mining and Manufacturing Co., St. Paul, Minn. Suggestions to meet both utilitarian and decorative needs are presented. The manual is free.

(For Further Details Circle Index Code 0129)

More than 700 tests, guidance booklets, and reading development materials are listed in the catalog published by Science Research Associates, Chicago. Each item is described

(Concluded on page 74A)

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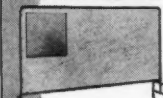
Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

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Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames, Swivel pedestals, casters or glides.

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ALL THIS FOR \$1.50 (\$2.65 value)

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★ Five music books @ 25¢ each (Value: \$1.25)

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FREE: A complete Symphonet Kit as above, with all piano parts, on a CASH ORDER of 10 or more Symphonet Kits. (Offer limited to ONE to a customer regardless of size of order.)

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You will want your girls to see

"The Story of Menstruation"

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Answering girls' "growing-up" questions is really very simple—when you have *this educational program* to help! It begins with the wonderful movie by Walt Disney Productions, "The Story of Menstruation." This 10-minute, 16 mm. film, in sound and color, has been shown to more than 20 million schoolgirls. Even though some of your students may have seen it when they were pre-teens, they'll find it helpful to see it again, from their new teen-age viewpoint. The movie and supplementing booklet "Very Personally Yours" are highly successful teaching aids being used in schools throughout the country.

"The Story of Menstruation" explains this normal function with such clarity, charm and faultless taste—it has earned the enthusiastic approval of parents, educators, doctors, nurses, church groups. Scientific facts and advice on healthy everyday living get the delightful Disney touch of humor that is reassuring as it helps drive home important points. Helps girls *understand* menstruation and adopt a wholesome, mature attitude toward

growing up. The film is available *free* (except for return postage) on short-term loan.

"Very Personally Yours"—a 20-page booklet planned for girls 12 and over—supplements the motion picture. It gives teen-age girls details about menstruation, exercises, grooming, sports, social contacts. You may order the booklet in quantity so that each girl has her own copy.

This entire program or any part of it is available to you without charge from Kimberly-Clark Corporation, the makers of Kotex sanitary napkins.



"You're A Young Lady Now"
—especially written for girls 9 to 12, this illustrated, easy-reading booklet prepares the pre-teen for menstruation. Tells her all she needs to know at her age. Gives additional helpful, healthful tips.

Teaching Guide and Menstrual Chart.



Hundreds of teachers helped organize this flexible teaching guide. You'll find it adaptable to any teaching situation. The large color chart on menstrual physiology is designed for classroom lectures.



From "The Story of Menstruation"
by Walt Disney Productions



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Educational Dept. CSJ-27
Neenah, Wisconsin

Please send me free (except for return postage) your 16 mm. sound film "The Story of Menstruation."

Day wanted (allow 4 weeks) _____ 2nd choice (allow 5 weeks) _____
3rd choice (allow 6 weeks) _____

Also send the following:

_____ copies of "You're A Young Lady Now" (for girls 9 to 12)
_____ copies of "Very Personally Yours" (for girls 12 and over)
☐ Physiology Chart ☐ Teaching Guide

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